TEACHER MOTIVATION AND QUALITY EDUCATION DELIVERY:

A STUDY OF PUBLIC BASIC SCHOOLS IN TAMALE

METROPOLIS IN GHANA

By

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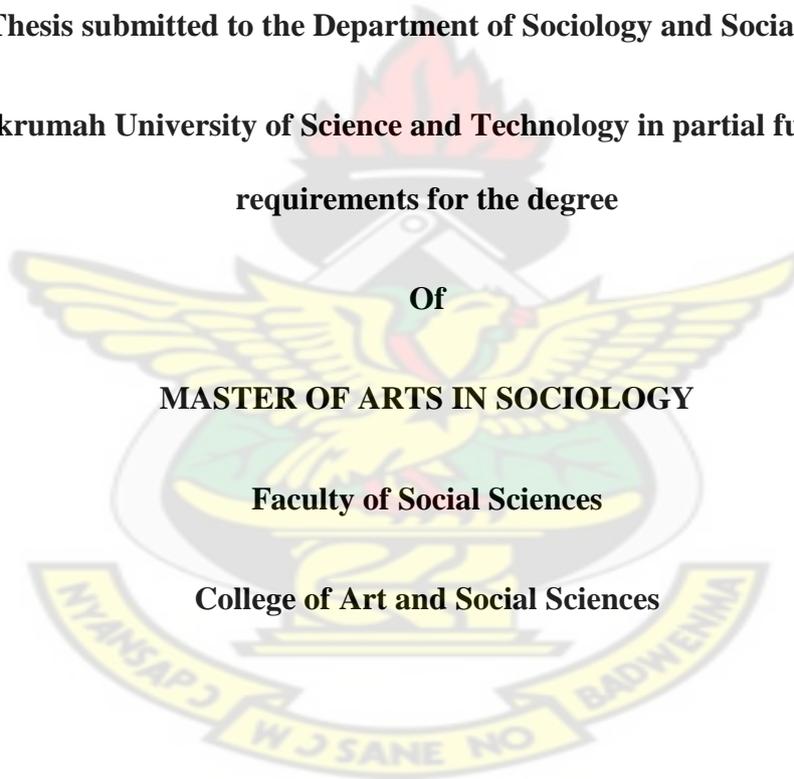
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DECLARATION

I, Wahab Mahama Baba, hereby declare that this submission is my own work towards the Master of Arts in Sociology and that, to the best of my knowledge, it contains no material previously published by another person nor material which has been accepted for the award of any other degree of the University, except where due acknowledgement has been made in the text.

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ABSTRACT

In the past three years, Ghana had witnessed frequent industrial strikes on the labour front by teachers following lack of motivation in the profession. The issue of low quality delivery of education as manifested in basic education certificate examination (BECE) results have also become a serious matter of concern to all stakeholders in the country's education.

The study aimed at examining the relationship between teacher motivation and delivery of quality education in public basic schools in the Tamale metropolis of Ghana.It also soughtto find out what motivates people to choose teaching as their profession; the best incentive that can increase teachers motivation to be committed to their work; the motivation level of teachers in the Tamale Metropolis especially in the last three years; to ascertain factors accounting for lack of quality delivery of education and identify measures that can be used to improve quality education.

Stratified random sampling method was used to select 20publicbasic schools with both primary and junior high schools from urban and peri-urban areas and 216 respondents from these schoolsthrough simple random sampling method. Self administered questionnaires and simple observation were the methods employed for data collection from a sample of 216 teachers and head teachers who were selected fromthe schools, for a thorough analysis of the relationship between teacher motivation and quality education delivery in the Tamale metropolis of Ghana. Relevant data obtained were analyzed quantitatively using both descriptive and inferential statistics.Besides, thedata generated were subjected to the chi-square test statistics to answer research questions raised in the study. Results of the first hypothesis showed a significant relationship between teacher motivation and quality education delivery. On the other hand, the test results of the

second hypothesis did not show any significant difference in terms of teacher motivation, between urban teachers and peri-urban teachers in the metropolis. Also, results of the data analysis suggested that the majority of teachers decided to join the service because of the interest they have in teaching. Despite their interest, it was also revealed that the level of motivation among teachers in the metropolis was very low. Inadequate Core Textbooks (PCTBR), lack of enough furniture and library facilities, insufficient classrooms among others were factors responsible for low quality education delivery in the metropolis.

It is therefore recommended among others that the living and working conditions of teachers need to be improved to regain recognition and respect from the society. Again, opportunity for career advancement should be made simple for teachers to upgrade their professional knowledge and skills; there is a need for effective supervision of teacher; adequate TLMs need to be providedto schools on time; scholarship should be given to teachers' children to motivate them to be committed to their work.

ACKNOWLEDGEMENT

DEDICATION

To myparents and all my siblings; my wife, Bawa Wasila; and my children, Muhammad

Ridwan Wunnam, Nana Aishah Daliri and Farhan Timtooni.

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LIST OF ACRONYMS/ABBREVATIONS

EFA	Education for All
FCUBE	Free Compulsory Universal Basic Education
GES	Ghana Education Service
MDGs	Millennium Development Goals
PTA	Parent Teacher Association
UNICEF	United Nations Children's Fund
UNESCO	United Nations Educational, Scientific and Cultural Organisation
USAID	United States Agency for International Development
TM	Teacher Motivation
QED	Quality Education Delivery
SMC	School Management Commission
CSs	Circuit Supervisors
SSSS	Single Spine Salary Structure
ADEA	Association for the Development of Education in Africa
TAMA	Tamale Metropolitan Assembly
PTR	Pupil Teacher Ratio
PDR	Pupil Desk Ratio
PCTBR	Pupil Core Textbook Ratio
INSET	In-Service Training
JHS	Junior High School
SPSS	Statistical Package for the Social Sciences
NQT	Number of Qualified Teachers
BECE	Basic Education Certificate Examination
TLMs	Teaching And Learning Materials
GNAT	Ghana National Association of Teachers
NAGRAT	National Association of Graduate Teachers
KNUST	Kwame Nkrumah University of Science and Technology

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Teachers are the most important resource in schools. In view of UNESCO (2006), teachers are the most important factor in determining the quality of education that children receive. Voluntary Service Organisation also maintained that teachers' motivation is fragile and declining and teachers' performance in contributing to learning is strongly influenced by teacher motivation (VSO 2002).

In Ghana, universal basic education with acceptable learning outcomes can only be attained if teachers are adequately resourced and motivated. Teachers are central to the realization of ambitious national and international education goals. Also, teachers are the bedrock of the education system. However, there are growing concerns that teachers in Ghana as in other developing countries, are increasingly de-motivated, which is reflected in deteriorating teaching performance and learning outcomes especially at the basic level of the educational system. The issue of teacher motivation is important because of its correlation with the quality of education Javaid, (2009).As such, government of Ghana has a responsibility to ensure that teachers perform to the best of their abilities.

In connection with this, the 1990 World Bank (cited in Bennel and Mukyanuzi, 2005)report on teachers' conditions of service concluded that 'in the absence of incentives to perform better, many teachers are currently providing much less and lower quality education than they are capable of …the de-motivation of teachers is a major contributory factor to the abysmally poor learning

achievements of primary and secondary students' (World Bank, 1990). Recent studies also showed that teachers suffer from a lack of work motivation more than any other professionals (Jesus and Lens, 2005).Previous studies investigating why Ghanaian teachers leave the profession cited inadequate salary, low prestige for teachers and lack of opportunities for promotion as the major factors (Bame, 1991; Godwyll and Ablenyie, 1996). More recent studies have found poor or non-implementation of conditions of service, and deplorable socio-economic conditions in rural areas where most teachers work, as additional factors (Cobbold, 2007).

Bennel (2004) also remarked that teachers' pay and other material benefits were too low for individual and household survival needs to be met in developing countries such as Ghana. Indeed, careful analyses of the literature seem to suggest that salary is crucial in teacher satisfaction among the developing countries. This finding also support the Education For All (EFA) report of 2005, which revealed that teachers in developing countries such as Ghana often receive earnings that are insufficient at providing them with a reasonable standard of living.

All these findings point to the fact that teachers in Ghana and elsewhere are not motivated enough to attract more people into teaching profession. The attendant effect of this is lack of quality education delivery in schools especially in the public basic schools. For instance, in recent times, the media reports in Ghana revealed that the issue with regards to salaries and allowances of teachers at all levels is de-motivating and demoralizing teachers. A case in point is the three weeks strike by University Teachers Association of Ghana (UTAG), and five weeks Polytechnic Teachers Association of Ghana (POTAG) strike action. It was also reported that National Association of Graduate Teachers (NAGRAT) threaten to embark on

strike action by January, 2011 if the issue of Single Spine Salary Structure (SSSS) is not addressed. Incredibly, all the previous unrests happened between September and October in 2010. Clearly this demonstrates how teachers are frustrated in Ghana and many developing countries.

In March, 2011, teachers in basic and secondary levels throughout the country embarked on nationwide demonstration which resulted in a sit down strike by all teachers in these educational institutions to express their displeasure about the government implementation of Single Spine Salary Structure (SSSS). Various news papers in the country carried headlines in their news paper about teachers' reaction to their migration onto SSSS. The headlines clearly manifest the frustrations of teachers in Ghana and confirmed the previous findings that teachers' living and working conditions are in deplorable state in developing countries such as Ghana. Unfortunately, despite the obvious leading role teachers play in school towards attaining educational objectives, their constant strike action and agitations for improvement of living and working conditions shows that they are not motivated enough to give of their best. International Labour Organizationcited in Ofoegbu, (2004),report lamented that the motivation of teachers had reached an intolerable low point (ILO, 1990).

Given the importance of 'Quality Education for All', the world education conferences in Jomtiem, Thailand (1990), and Dakar, Senegal (2000) as well as the Millennium Development Goal Two (MDG2), stress the need to ensure at least primary education of equitable quality to be provided to all children. Ghana is no exception to the countries within the sub- region which is making concerted efforts

through policy restructuring to make education accessible to all children at school going age as means of achieving improved quality of life for all.

The Dakar framework has also highlighted quality of education in most of its goals especially Goal Six (6) which specifically dwells on quality of education and states that "Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all especially in literacy, numeracy and essential life skills." It is within the framework of the above that quality has become an issue in Ghana and needs to be addressed with urgency.

But it is important to note that the success of any educational system will eventually depend on teachers. Indeed, teacher performance is most crucial input in the field of education. To provide the best teachers to children, every nation should try its best to make constant efforts to ensure that these teachers are motivated to be committed to their work. The crucial role teachers can play in improving the quality of education is well known. Therefore, the issue of teacher motivation is important because of its correlation with the quality of education. All national policies and action plans, influenced by international commitments like the Education for All (EFA) and Millennium Development Goals (MDGs), highlight the importance of teachers and the pivotal role they play in education. The Dakar Framework of Action for EFA adopted by the World Education Forum (2000), pledged, among other things, to enhance the status, morale and professionalism of teachers.

Review of researches in the field of teachers' motivation to work establishes the fact that it is a neglected area. The issue of teacher motivation if not properly addressed would continue to hamper performance, cause stress, dissatisfaction and

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frustration which would subsequently reduce the student quality output.On this ground, this study is undertaken to investigate the issues affecting teachers, especially to find out from teachers what motivate them to go in to teaching, their motivational levels in teaching public basic schools in Tamale metropolis, the best incentives that can motivate them to be committed to their work, also to ascertain factors that are responsible for low quality delivery, and measures that can be used to address them and the relationship between teacher motivation and quality education delivery. The focus on teachers is on recognition of key role they play in the quest for quality education.

1.2 Statement of Problem

Although teachers are identified as critical actors when it comes to the development of Ghana's human resource, it is however, disturbing to find out that many of these teachers are dissatisfied with their jobs. In the last four years (2008-2011), the country has witnessed frequent strikes on the labour front by teachers. Improving the quality of education in schools worldwide has therefore attracted international attention. Similarly, improving the quality of primary education in Ghana is also crucial to the nation's quest for improved living conditions, increased economic development and hope for a better future, especially for the nation's children (GPRS 2003 Annual Report). This is in line with the country's subscription to the MDGs and also its own local constitutional requirement and The World Declaration on Education for All (1990) which emphasized the provision of basic education of high quality to all children, youth, and adults. To achieve these, a series of concerted efforts on the part of the Ghanaian government and its development partners are being made to address educational inequity and improve

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overall quality. While a number of policy reforms and social interventions such as fCUBE, school feeding programme and capitation grants among others have improved access to Ghana's school-aged population, improving instructional quality and student achievement remain critical challenges.

Despite the international convention as well as government and its development partners interventions, academic performance of the basic schools based on previous results showed underperformance especially in the past three years. For instance, in the year 2008, 210,282 candidates out of 338,292 representing 62.16% obtained aggregate 6-30. Also, in 2009, 198,642 candidates out of 395,649 representing (50.21%)passed with aggregate 6-30. In 2010, candidates who passed with aggregate 5-25 were 172,359(49.12%) out 375,280 candidates (GES, 2011).This analysis meant that those obtained aggregate 6-30 in the first two years and aggregate 5-25 in 2010 had qualified for placement under the Computerized Schools Selection and placement system (CSSPS).

Recently, report released by the Ghana Education Service indicates that sixty-four per cent (64%) of pupils across the country cannot read and write(GES, May 2011). The report shows an even worse performance of the pupils in numeracy. The report buttresses age-long perception about falling standards of education in the country. Professor Jophus Anamuah-Mensah, former Vice Chancellor of the University of Education Winneba told Joy News "the report is not strange at all." According to him, it is a known secret that standards have fallen so low, saying it must be a source of worry and concern to all. He attributed the fallen standards to the paucity of teachers in the sector. He said to worsen the already precarious situation, the limited number of teachers are also not motivated enough

to give off their best. He also observed that the country is increasingly building educational infrastructure but there is no commensurate provision of teachers and teaching aids. He observed that parents must be roped in, as part of efforts at improving education in the country (GhanaWeb: myjoyonline.com, Tuesday, 17 May 2011).

In particular, the Tamale Metropolis in terms of district academic performance ranking in Ghana, especially in the last three years leaves much to be desired. Available records from Metropolitan Education Office revealed that academic performance at the Basic Education Certificate Examination (BECE) in the Metropolis is declining considerably. Analysis of the BECE results in the past three years, that is, from 2008 to 2010 based on district ranking showed that out of 138 districts in Ghana, the metropolis was placed 89th in 2008, and 98th in 2009 and 103rd in 2010positions out of 147 districts. (GES: Analysis of BECE Grade Ranking for 2008-2010 by Districts-Accra). This revelation clearly shows the declining academic performance in the metropolis. Without doubt, this unfortunate state of affairs may be among other things blamed on lack of enough incentives TLMs to motivate teachers to deliver quality service leading to academic under performance at the basic level.

The cumulative effect of poor academic performance on the Ghanaian society in general and that of the metropolis in particular is that lack of quality human resource will result in low productivity in every facet of economic activities, poverty levels of people will continue to rise, the perpetual insecurity which engulfed the area will also continue to retard development.

1.3 Research Questions

This study is undertaken to answer the following questions among others:

(a) Why does an individual decide to become a teacher?

(b) What kind of incentives or specific teacher motivational factors can motivate teachers to be committed to their work?

(c) What is the level of motivation among teachers in the metropolis in the last three years?

(d) What are the factors affecting quality education delivery and

(e) What measures can be used to address them?

(f) Are teachers in peri-urban area better motivated than their urban counterparts?

(g) Is there any significant relationship between teacher motivation and quality education delivery?

It is in the light of the above that the study seeks to find out about teacher motivation and its effect on quality education delivery.

1.3 Objectives of the Study

1.3.1 General objective

Generally, the study aims at examining the relationship between teacher motivation and delivery of quality education in public basic schools.

1.3.2 Specific objectives

Specifically, the study seeks:

(a) To find out why an individual decides to become a teacher.

(b) To identifythe best incentives that can motivate teachers to be committed to their work.

(c) To assess the motivational levels of teachers in the Tamale Metropolis.

(d) To ascertain factors accounting for lack of quality delivery of education.

(e) To identify measures that can be used to improve quality education.

1.4 Statement of Hypotheses

1. *H_0*: There is no significant relationship between teacher motivation and quality education delivery.

   H_1: There is a significant relationship between teacher motivation and quality education delivery.

2. *H_0*: Teachers in peri-urban schools are not better motivated than their urban counterparts.

   H_1: Teachers in peri-urban schools are better motivated than their urban counterparts.

1.5 Significance of the Study

Several policies have over the years been introduced in Ghana with the aim of helping central government, teachers, parents, and other stakeholders in formal education to fashion out policies and strategies towards improving the standards and quality of results in schools. However, many of such policies failed to achieve the purposes for which they were introduced because the issue of teacher motivation is not taken seriously. Thisstudywould be useful to policy makers and educational plannersto become aware ofthe problems associated with teachers'working and living conditions ofservice needs that contribute significantly

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to higher performance and job satisfaction among teachers in the country, and Tamale metropolis in particular.

This study would also come out with recommendations based on valid data analysis for government and non-governmental agencies who have interest in education to help put measures in place to ensure better performance from teachers especially, when recent records show thatacademic performance of pupils at BECE level are falling.

Also, the study would identify and make appropriate recommendations to government and GES in relation to factors responsible for poor academic performance in the metropolis and suggestmeasuresto solve these problems.

Although significant research exists on quality education, at basic level in Ghana, this study is specifically linked to teacher motivation. However, one factor that has a negativeeffect on quality teaching is the lack of motivation among teachers. This study will test the motivation theories to see how useful there are in explaining the factors that motivate workers.

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

1.6 Definition of Terms

There are so many social science concepts such as teacher motivation and quality education delivery as used in this study. However, these concepts need to be clarified, that is, what the researcher means by teacher motivation and quality

education delivery in order to draw meaningful conclusions about them. Moreover, definition of concepts and their clarification (conceptualization and operationalisation) would enable the researcher to find ways to measure the variable of interest. For this reason, some concepts used in this study are defined to avoid misunderstanding or misinterpretation and also to help future researchers to replicate the study.

1.6.1 Quality Education Delivery

Quality education delivery in this studymeans effective teaching and learning or high quality performance of teachers in basic schools which will resultto good academic performance. Quality education delivery in this study will encompass the following factors:

a) Availability of quality human resource (trained teachers),

b) Availability of teaching and learning materials (TLM),

c) Pupils' academic achievement (BECE),

d) Class size,

e) Pupil Teacher Ratio (PTR)

f) Pupil Desk Ratio (PDR)

g) Pupil Core Text Book Ratio (PCTBR)

h) Teachers' attendance and punctuality to school,

i) Effective supervision of teachers,

j) Proper evaluation of pupils' academic work.

1.6.2 Teacher Motivation

Teacher motivation has to do with teachers' attitude to work. It has to do with teachers desire to participate in the pedagogical processes within the school environment. Teacher motivation, therefore, is anything done to make teachers happy, satisfied, dedicated and committed in such a way that they bring out their best in their places of work so that both students, parents and the society will greatly benefit from their services Ofoebgu (2004).

The researcher looks at teacher motivation as factors/incentives that bring about improvement in living and working condition of a teacher to encourage him or her to be committed to his or her work (teaching). Teacher would be said to be motivated if he or she is encouraged through improvement of his or her living and working conditions.

Improvement of living condition in this study includes: improvement of salaries and allowances, and anything that improves the wellbeing of teacher's personality.

Improvement of working condition also include: conducive environment for teaching and learning, provision/availability of Teaching and Learning Materials (TLMs), promotions, opportunity for professional development and anything that makes teacher's work easy, interesting and less hazardous.Other factors that lead to motivation are: Consultation in decision making, Pupils academic achievements, Recognition/respect from society.

PublicBasic schools- these are state owned schools starting from primary schools to junior high schools.

Urban Schools – these are schools within the city of Tamale metropolis.

Peri-Urban Schools – these are schools located at the outskirts of Tamale metropolis.

1.7. Conceptual framework

Mostly, quality education delivery or effective teaching and learning in basic schools depends on availability of incentives and factors existing in different forms such as extrinsic factors (Salary, allowances, opportunity for professional advancement, promotion) and intrinsic factors (ability/competence, consultation, achievements, recognition/respect, inter personal relationship) to motivate teachers to perform highresulting to good academic performance.

Also, availability of quality human resource (trained teachers), provision of teaching and learning materials, proper utilization of teachers contact hours, manageable class size, effective supervision of teachers, effective evaluation of students work, conducive working environment, parental care and community involvement in school's management,proper evaluation of academic work and so forth are factors that can enhance teacher motivation and quality education delivery at basic level in Ghana.

Lack of these factors go a long way to de-motivate teachers to give of their best in terms of teaching and this undoubtedly has negative effect on student's academic performance. Apart from these factors the issue of teachers' professional qualification, competence, location of the school and teachers' commitment to work can equally affect teaching and learning leading to academic under performance especially in the public basic schools. In most cases, the location of the school determines the type of teachers and their level of commitment to the job.

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Most qualified teachers posted to peri-urban schools will prefer to stay in the urban area and go to teach everyday because of lack of social amenities in those areas. Definitely, this can lead to lateness and reduces the teacher contact hour's thereby affecting effective teaching and learning in schools.

Figure1. 1: Conceptual Framework

EXTRINSIC FACTORS

Salary/ Allowances

Professional advancement

Promotion

Award schemes

INTRINSIC FACTORS

Ability/competence

Consultation

Achievements

Recognition/respect

Good Personal relationship

Teacher Motivation

Teacher Performance

Measured by:

1. Attendance

2. Contact hours

3. Lesson delivery

Quality Education Delivery

Measured by:

1. BECE
2. PTR
3. NQT
4. PCTBR
5. PDR
6. CLASS SIZE

Other School Factors

- TLMs
- Supervision
- Parents
- SMC/PTA
- School environment
- etc

1.8 Organization of the Study (work)

The entire study is organized into six (6) chapters. Chapter One discusses the background to the study, statement of problem, research objectives, significance of study and organization of work. Chapter Two focused on both the theoretical and empirical (integrative) review of related literature that was relevant to the study. Chapter Three dealt with a detailed discussion on the methodology used to carry out the study. Chapter four looked at the analysis of data and presentation of results,chapter five dealt with interpretation of data and discussion of major findings, whilst chapter six looked at the summary of the study, recommendations from findings to policy makers for consideration and conclusion of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The aim of literature review is to place the study into scholarly context by reviewing the main contributions made by researchers with regards to motivation and quality education. Neuman, (2000) identifies six main types of literature review two of which include; Theoretical reviews which compare how different theories address an issue and Empirical or Integrative reviews which summarize what is knownat a point in time.

In this study, the researcher focused on these two main types to review the literature in relation to teacher motivation and quality education delivery. The significance of the review is that large body of literature which analyses important aspects of educational policies exists. It is therefore imperative to get a clear picture of the theoretical and conceptual bases of the existing literature in order to appreciate its relevance to the study. In the end, areas that need further research or ought to be highlighted can be identified. The chapter also looked at what other schools of thought have shared about teacher motivation over the years and factors affecting quality education and measures that can be used to address them.

2.2 Theoretical Review

All organizations are concerned with what should be done to achieve sustained high levels of performance through people. This implies giving close attention to how individuals can best be motivated through such means as incentives, rewards, leadership and importantly, the work they do and the organization context within which they carry

out that work. The aim is to develop motivation processes and a work environment that will help to ensure that individuals deliver results in accordance with the expectations of management (Armstrong, 2006). This view by Armstrong is completely applicable to teaching profession as a human institution. This is because workers in every organization including Ghana Education Service need something to keep them working.

2.3 Definitions of Motivation

This study makes extensive use of the concepts of motivation.Motivation is concerned with the factors that influence, people to behave in certain ways. Motivating other people is about getting them to move in the direction you want them to go in order to achieve a result. Motivation can be described as goal-directed behaviour. People are motivated when they expect that a course of action is likely to lead to the attainment of a goal and a valued reward –one that satisfies their needs(Armstrong, 2007).

The concept motivation like many others does not limit its self to a single definition. The following are some definitions given by different researchers and authorities:

Hoy and Miskel (1991) define work motivation as a combination of factors that "start and maintain work-related behaviours toward the achievement of personal goals". Robin (1989) describes motivation as the willingness to exert high levels of efforts towards organizational goals conditioned by the efforts ability to satisfy some individual needs. Berelson and Steiner (1964), Tracy (2000) as cited in Ofoegbu (2004) defined motivation as "all those inner striving conditions, described as wishes, desires, urges to stimulate the interest of a person in an activity. It is therefore an inner state that stimulates and triggers behaviour. Tolman (1958,cited in Ofoegbu, 2004)referred to it as "an intervening variable", which Kerlinger (1973) identified as an internal and psychological

processes that were not directly observable but which in turn accounted for behaviour.Olochukwu, (1990,cited in Ofoegbu ,2004), defined motivation as a management function that stimulates individuals to accomplish laid down institutional goals. It is purposive, designated and goal-oriented behaviour that involves certain forces acting on or within the individual in order to initiate, sustain and direct behaviour. Harmer, (2001) defined motivation as "some kind of internal drive which pushes someone to do things in order to achieve something". Motivation is thought to be responsible for "why people decide to do something, how long they are willing to sustain the activity and how hard they are going to pursue it" (Dörnyei, 2001).

2.4 Theories of motivation

A motivation theory examines the process of motivation. It explains why people at work behave in the way they do in terms of their efforts and the direction they are taking. It describes what organizations can do to encourage people to apply their efforts and abilities in ways that will further the achievement of the organizations goals as well as satisfying their own needs. It is also concerned with job satisfaction, the factors that create it and its impact on performance (Armstrong, 2007).

In this section, the researcher touched briefly on some relevant theories of motivation as far this study is concerned. This review is necessary because, the concept 'motivation' is fundamental to this study, which sought to assess the motivation or demotivation levels of basic school teachers. There are several theories of motivation in general which can be applied to teachers or might hold true generally for teacher motivation. To Armstrong (2007), the most influential theories are classified as: *Instrumentality Theory*, *Content Theory* and *Process Theory*. However, this study isfocused on two of the main theories

namely, content and process theories because both can appropriately be applied to Ghanaian teacher motivation.

2.4.1 Content Theory assumes that all individuals possess the same set of needs and therefore prescribe the characteristics that ought to be present in jobs. In other words, it states that motivation is essentially about taking action to satisfy needs, and identifies the main needs that influence behaviour (Armstrong, 2007). Need theory was originated by Maslow (1954), and in their two-factor model, Herzberg,*et a*t (1957) listed needs which they termed 'satisfiers'.

Maslow's Hierarchy of Needs

Abraham Maslow's need hierarchytheory is one of the most widely discussed theories of motivation. Maslow's theory of Human Motivation (1954) states that, human needs arrange themselves in hierarchies of pre-potency. That is to say, the appearance of one need usually rests on the prior satisfaction of another, more pre-potent need. So there are some basic needs which need to be achieved before moving to higher level needs. Once individuals have satisfied one need in the hierarchy, it ceases to motivate their behaviour and they are motivated by need at the next level up the hierarchy.

The theory also suggests that employees will always tend to want more from their employers. When they have satisfied their subsistence needs, they strive to fulfill security needs. When jobs are secure they will seek ways of satisfying social needs and if successful will seek the means to the ultimate end of self – actualization.

In order of importance, Maslow placed basic or Physiological needs such as hunger and thirst first on the hierarchy. He believes that human beings have certain in-

born needs, which they strive to fulfil. To him, every need arises from an imbalance or disequilibria between what human nature deems necessary for health of a person, and what a person's environment provides. He contends that when physiological needs are unsatisfied, no other needs will serve as a basis for motivation. Teachers in Ghanaian basic schools need living wage to help them to meet this category of needs as the theory suggests. For instance, several studies including (Bame, 1992; Venderpuuye and Somi, 1998) have revealed that teachers were highly dissatisfied with their salaries in Ghana.

The next level in the hierarchy is the security or safety needs such as shelter and protection against dangers and accidents, threat, deprivation, and protection from physical and psychological harm, economic disaster and so on. Mention could also be made of the desire for stability and absence from pain and illness, and job security. Relating this to the Ghana education sservice could be fringe benefits, retirement or pension schemes, insurance benefits, medical or health services, job security and safe working conditions, among others, often meet such needs(George and Mensah, 2010).

The next stage of the theory is social needs which comprise the need for affection, love friendship, interaction and acceptance in relationship with other people all have bearing on teacher motivation. Indeed, for any effective teaching and learning to take place in basic schools, there must exist a friendly and cordial interpersonal relationship among stakeholders in education which include, teachers, head teachers, pupils, parents, circuit supervisors and the community members. Social recognition is one of important factor that can motivate teachers to their work well.

Having satisfied the above needs, individuals can move up the hierarchy to higher-level order needs- self-esteem needs for recognition and a belief in oneself is the

next level. This deals with ego needs, which is very important in the study of this nature. This includes the need to achieve, to be competent, gain self-respect, prestige, independence and freedom, approval, reputation, social status and recognition(George and Mensah 2010). This particular theory is able to guide the researcher in assessing whether basic school teachers are satisfied with the kind of recognition they receive for their efforts, the autonomy they have in their classrooms, and the kind of professional status given to the teacher in the country.

Finally, the progression leads to the need to realize one's full potential, which is termed as self-actualisation, of which, only small proportion of individuals might reach. In the case Ghana Education Service that will be the rank of Director-General which most teachers aspire to reach.

Herzberg's Two-Factor Model

Hertzberg (1959) presented a two – factor theory, which looks at motivators and hygienes and proposed that job satisfaction and dissatisfaction appeared to be caused by two sets of different factors. The presence of motivators in the workplace caused enduring states of motivation in employees but their absence did not lead to dissatisfaction. Hygiene on the other hand produced an acceptable working environment but did not increase satisfaction – their absence did however cause job dissatisfaction. He distinguished between: motivator; (for example, challenging work, recognition, responsibility) which give positive satisfaction, and Hygiene factors; (for example, status, job security, salary and fringe benefits) that do not motivate if present, but, if absent, result in de-motivation. The name Hygiene factors is used because, like hygiene, the presence will not make a person healthier, but absence can cause health deterioration. The

theory is sometimes called the "Motivator-Hygiene Theory" and/or "The Dual Structure Theory". Herzberg's theory has found application in the teaching field and hold true about teacher and their attitude to work.

2.4.2 Process Theory,focuses on psychological processes which affect motivation, by reference to expectations (Vroom, 1964), goals (Latham and Locke, 1979) and perception of equity (Adams, 1965). Process theories stress the difference in people's needs and focus on the cognitive processes that create these differences. Whatall process theories have in common is an emphasis on the cognitive processes in determining his or her level of motivation.

Victor Vroom's Expectancy Theory

Vroom's (1964) expectancy theory (as cited in Bennell and Akyeampong, 2007),is applicable to developing countries because of its recognition that the links between effort and reward may be very tenuous when the whole system of selection and promotion comes under question. With reference to specific incentives, improved pay for senior posts, for example, may not motivate eligible teachers if they have no confidence in the system of assessment and selection for such posts. People expect what is predicted.

Valence, instrumentality and expectancy (VIE) theory had resulted from Vroom's (1964) work into motivation. His argument was that crucial to motivation at work was the perception of a link between effort and reward. Perceiving this link could be thought of as a process in which individuals calculated first whether there was a connection between effort and reward and then the probability (valences) would follow from high performance (instrumentality.) The motivational force of a job can therefore be calculated if the expectancy, instrumentality and valence values are known. The individual's

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abilities, traits, role perceptions and opportunities attenuate or reduce the motivational force. The main contribution of both types of process theory has been to highlight the effects of cognitive and perceptual processes on objective work conditions.

Equity Theory

Adams' Equity theory focuses perception of equity (fairness) or balanced give and take.

Equity theory assumes that one important cognitive process involves people looking around and observing what effort other people are putting into their work and what rewards follow them. This social comparison process is driven by peoples concern for fairness and equity. Researchersconfirm equity theory as one of the most useful frameworks for understanding work motivation. Teachers compare their own efforts and rewards with those of peers.The peers in question may be in other occupations as well as within the teaching profession. Such comparisons are likely to influence teachers' perceptions of their own status and are just as relevant to motivation in developing countries as in industrialised ones. This seems to be equally prevalent in developing as well as developed countries (Bennell and Akyeampong, 2007). Patterns of motivation may be expected to depend on teachers' personal characteristics and perceptions of their role, as well as the circumstances of their work.

Goal Theory

Goal theory focuses on the positive motivational benefits of knowledge of results and goal-setting. However, many organizations including GES still provide employees with little or no information about their performance. But feedback can have considerable impact on teachers' performance.

Locke (1968, cited inBennell and Akyeampong, 2007) offers the theory of goal – setting as a means of motivation. This theory focuses on goals for motivation such as teachers' involvement in long term professional goals or objectives such as policy making. Here goals direct effort and provide guidelines for deciding how much effort to put into each activity when there are multiple goals. Participation in goal-setting increases the individual's sense of belongingness, control and fairness in the work place. Locke (1968) argues that employee motivation is likely to be enhanced if work goals are specific, challenging, formed through employee participation and reinforced by feedback. This argument raises important issues for educational systems of developing countries, in which teachers are often left to guess at what their professional goals should be, or have goals imposed on them without consideration of their views. Even where goals have been specified, feedback to teachers may be limited by infrequent contact with supervisors. This brings about the issue of lack of participation in decision making with regards to education policies.

Johnson Three-Model Theories

Johnson combined (Expectancy theory, Equity theory and Job enrichment theory) in to what constitute his three models.In this sense, Johnson (1986) states that there are three theories of motivation and productivity that teacher motivation is based on.

1. Expectancy theory: It is probable for a person to struggle for work if there is an expected reward such a bonus or a promotion that is worth working.

2. Equity theory: Unfair treatment for their efforts and achievements makes individuals displeased.

3. Job enrichment theory. The more varied and challenging their work is, the more productive employees become.

While merit pay and career ladders are dealt with in the first two theories, the third one studies distinguished staffing and "reform-oriented staff development. There is a tight relation between performance-based pay and a career ladder to be climbed to take higher pay and higher status. Also, merit pay is known as "a compensation system" where employees are paid in terms of their performance. However, in educational practice, merit pay indicates a bonus plan that "supplements that standard pay scale and rewards teachers for special services, a multitrack pay scale that provides rapid salary advancement for outstanding teachers, or a bonus plan for accomplishment such as participating in extracurricular activities, or conducting in-service training" (Johnson,1986).

2.5 Types of motivations

There are two types of motivation as originally identified by Herzberg et al (1957). These are intrinsic and extrinsic motivations and both can be applied to teacher motivation.

2.5.1 Intrinsic motivation.

Theseare self-generated factors that influence people to behave in a particular way or to move in a particular direction. These factors include responsibility (feeling that the work is important and having control over one's own resources), autonomy (Freedom to act), scope to use and develop skills and abilities, interesting and challenging work and opportunities for advancement (Armstrong, 2007).

2.5.2 Extrinsic motivation.

These are what are done to or for people to motivate them. This includes rewards, such as increased pay, praise, or promotion, and punishments, such as disciplinary action,

withholding pay or criticism. Extrinsic motivators can have an immediate and powerful effect, but it will not necessarily last long(Armstrong, 2007). These are influences by external factors such as salary, providing better working and living conditions and opportunities for in-service training.

The intrinsic motivators, which are concerned with the 'quality of working life', are likely to have a deeper and longer-term effect because they are inherent in individuals and not imposed from outside.They come from within. Teachers have both intrinsic and extrinsic needs. A teacher who is intrinsically motivated may be observed to undertake a task for its own sake, for the satisfaction it provides or for the feeling of accomplishment and self-actualization. On the other hand, an extrinsically motivated teacher may perform the activity/duty in order to obtain some reward such as salary. Extrinsic motivation plays an important part in people's life. It is pre-eminent in influencing a person's behaviour.

2.6 Quality Education

Improving the quality of education worldwide has attracted both local and international attention. For the past decade, the World Bank, USAlD, DflD, and other multilateral and bilateral agencies have invested large sums of money in improving education in developing countries. The World Declaration on Education for All (1990) emphasized the provision of basic education to all children, youth, and adults. However, merely providing education is not enough. A high quality of education is essential to equip individual with the necessary knowledge and skills to function effectively in their societies or in order to compete in an increasingly complex and competitive world.

Quality Education is an elusive concept which is very difficult to clearly define. Many definitions of quality in education exist, testifying to the complexity and multifaceted

nature of the concept. The term efficiency, effectiveness, equity and quality have often been used synonymously (Adams, 1993). In the global economy, it is not sufficient that children simply attend school as a right. It is essential that they learn that they acquire the basic tools of literacy and numeracy as well as skills in problem solving, critical thinking, and the work habits of diligence, creativity, and personal responsibility (Heyneman, 1989). In Ghana, like elsewhere, quality in education faces definitional problems. It becomes more problematic when quality is conceptualized in terms of a particular aspect of education because as Dare (2005) observes, 'all the elements associated with educational quality are interrelated. A serious defect in one element is likely to have implications for quality in others'. Moreover, questions regarding quality education generally may encompass important aspect of the educational system such as: infrastructure, school buildings, administration, leadership, management, teacher training, educational materials, teaching, and student achievement (Ankomah, *et at,* 2005).

Therefore, in defining quality of education outcomes or results should not be the only focus for quality. This is because purposes of education are wide and varied based on the individual country (Ankomah, *et at*2005). For example, for some people, the purpose of education is to foster students' cognitive, moral, and social development; for others it is a means of promoting social cohesion and nation building; while for some others, it is a preparation for the world of work. This complex situation makes even agreement on quality assessment results problematic. This is reflected in Association for the Development of Education in Africa(ADEA 2004)observation that 'Quality assessment is one of the thorniest governance issues in most universities partly because most universities cannot agree on the mechanisms for the assessment (ADEA, 2004)'.

Perhaps, a more simplified solution to the definitional problem lies in Harvey's (1995) linkage of quality to transformation. In this sense, quality education is narrowed to 'qualitative change.' Yet this does not resolve the problem. Viewed this way, the notion of quality becomes more perplexing when applied to education (Elton, 1992). This is because Education is an ongoing process of transformation of the participant: the student, learner or researcher. In this light, the achievement of universal participation in education will be fundamentally dependent upon the quality of education available. A large number of studies have shown that how well pupils are taught and how much they learn, can have a crucial impact on the effectiveness of school education they get. Furthermore, whether parents send their children to school at all is likely to depend on judgments they make about the quality of teaching and learning provided. For example, many parents want their children who go through the Basic Education Certificate Examination (BECE) in Ghana to attend and well endowed senior high schools just because these schools have been at the top of the country's League Table. For this reason, it is assumed that teaching and learning in those schools is of higher quality (Ankomah, *et al* 2005).

However,definitions of quality must be open to change and evolution based on information, changing contexts, and new understandings of the nature of education's challenges (UNICEF, 2000). The quality in the context of education is not limited to a single definition. This definitional problem is globally recognized. As a result, a variety of definitions have been given by individuals and organizations:

To National Education Sector Annual Review 'Quality in Education' is the desired outcome of an education process. There is quality in education when teaching and learning results in the acquisition of knowledge, values, attitude, skills and competencies

that are relevant and impact on the individual child and the society for social and economic development (NESAR 2009).

Voluntary Service Oversea (VSO, 2007) defines quality education as "children's right to an education that is appropriate to their learning needs and prepares them for their future life''. To deliver this, teachers need to be qualified and motivated. A child's ability to benefit from a good quality education also depends on parent and community involvement. School management and education policy must support child-centered education and be accountable to children, teachers, parents and community (VSO and Education, 2007).

Bacchus (1991) identifies three major thrusts in efforts to improve the quality of education: (1) raising the academic performance of pupils in subjects offered in schools using currently available resources; (2) providing children with the education that is most likely to help them improve the quality of their lives when they become adults (also referred to as attempting to raise the effectiveness of schools); and (3) increasing the rate of school enrolment by providing more places and reducing inequalities between the sexes and the different regions in a country.

UNESCO as cited in(EFA, Global Monitoring Report, 2005), identified social change, the notion of life-long learning, relevance, and emphasis on science and technology as factors to improve the quality of education. It stated that "improving the quality of education would require systems in which the principles of scientific development and modernization could be learned in ways that respected the learner's socio-cultural context".

UNICEF emphasizes five desirable dimensions of quality education: "learners, environments, content, processes, and outcomes that are founded on the rights of the whole child and all children to survival, protection, development, and participation (UNICEF, 2000)".

At the level of international debate and action three principles tend to be broadly shared. These are the need to understand quality education in terms of (a) content relevance, (b) access and outcome and (c) observance of individual rights. In much current international thinking, these principles are expected to guide and inform educational content and processes and also represent more general social goals to which education itself should contribute(Edqual Project-Ghana, 2005). This is reflected in the thinking of the following international bodies:

The Jomtien Declaration

The World Declaration on Education for All (EFA), in 1990, identified quality as a prerequisite for achieving the fundamental goal of equity. While the notion of quality was not fully developed, it was recognized that expanding access alone would be insufficient for education to contribute fully to the development of the individual and society. Emphasis was accordingly placed on assuring an increase in children's cognitive development by improving the quality of their education. The conference recommended that the cognitive development of children should be emphasized as an indicator of quality education.

Dakar Framework for Action

The Millennium Conference-the 2000 Dakar Framework for Action agreed that quality was at the heart of education and a fundamental determinant of enrollment, retention, and

achievement. Its expanded definition of quality set out the desirable characteristics of learners (healthy, motivated students), processes (competent teachers using active pedagogies), content (relevant curricula) and systems (good governance and equitable resource allocation). Although this established an agenda for achieving good education quality, it did not ascribe any relative weighting to the various dimensions identified. Thus, the Dakar forum emphasized the need to "improve all aspects of quality of education to achieve recognized and measurable learning outcomes for all-especially in literacy, numeracy and essential life skills" (Dakar Framework for Action, Article 7, World Education Forum 2000).

The International Commission on Education saw quality education as resting on four pillars:

a) Learning to know, which acknowledges that learners build their own knowledge daily, combining indigenous and external elements?

b) Learning to do, which focuses on the practical applications of what is learned.

c) Learning to live together, which addresses skills critical to a life free from discrimination, where all have equal opportunity to develop themselves, their families, and their communities.

d) Learning to be, which emphasizes the skills individuals need to develop to their full potential.

2.7 Empirical Review

This section focuses on the reviews of previous research on teacher motivation and related themes in developing countries.One of the major sources of teacher de-motivation in Ghana and other developing nations especially Nigeriaarises from

disparities between the teaching profession and other professions, such as nursing, with respect to the time and mode of payment of salaries, fringe benefits, promotion prospects and working conditions. This and many other factors can motivate or de-motivate workers depending on how they are handled.

2.8 Teacher Motivation

Teacher motivation naturally has to do with teachers' attitude to work. It has to do with teachers desire to participate in the pedagogical processes within the school environment. It has to do with teachers' interest in student discipline and control particularly in the classroom. Therefore it could underlie their involvement or non-involvement in academic and non-academic activities, which operate in schools. Teacher motivation could therefore be referred to as those factors that operate within the school system which if not made available to the teacher could hamper performance, cause stress, discontentment and frustration all of which would subsequently reduce classroom effectiveness and student quality output. This implies that teacher motivation includes factors that cause, channel, sustain and influence teachers' behaviour towards high management and academic achievement standards in schools (Ofoegbu, 2004).

According to Dörnyei, the following factors among others affect teacher motivation: the school's general climate and the existing school norms; the class sizes, the school resources and facilities; general expectations regarding student potential; the school's leadership and decision-making structure. Also, without discovering and acquiring new knowledge, skills and abilities, many teachers teach the same subject so they can "lose spark". The prescribed requirements and fixed, imposed course content do not let teachers have leeway to create ''variations'' and ''intellectual detours''. Restricted

autonomy is believed to be one of the negative influences on teacher motivation(Dörnyei, 2001).

Pelletier et al, (2002:193), also maintained that there are three types of pressure that affect teachers' self-determined motivation and these include the following:

a) Being responsible for students' behavior and students performing up to standards.

b) Being forced to follow colleagues' teaching methods or involvement in school activities.

c) Having limited freedom in determining the course's curriculum or following a certain curriculum decided by the school's administration.

The findings of EFA report of 2005 revealed that teachers in developing countries such as Ghana often receive earnings that are insufficient at providing them with a reasonable standard of living. Bennel (2004) also remarked that teachers' pay and other material benefits were too low for individual and household survival needs to be met in developing countries such as Ghana. Indeed, careful analyses of the literature seem to suggest that salary is crucial in teacher satisfaction among the developing countries. This is so because a study conducted by Tansim (2006) also found Bangladeshi teachers to be dissatisfied with their salary levels. Also, Zembylas and Papanastasious (2004) in their study of Cyprus teachers found that salary was one of the issues which dissatisfied teachers. These findings point to the fact that the issues of teachers' salary must not be joked with since it is the only source of income to majority of them.

The key finding of a study by Kazeem (1999, cited in Adelabu, 2002) is that teachers and other school workers tend to remain contented and reasonably motivated as long as salaries are paid on time and they are promoted regularly. Earlier, Eton (1984)

also identified the payment of salaries, allowances and promotion as the key factors that shape teacher attitudes towards their work. Not surprisingly, Akinwunmi (2000) and Ejiogu (1983) cited in Adelabu, 2005, found that what the typical low-income earning teacher yearns is a sizeable salary increase, and they conclude that the payment of a living wage would significantly enhance their commitment and performance.

Next to pay, the social status of teachers has been identified as an important factor impacting teacher morale and motivation (Baike 2002, Obanya 1999and Francis 1998).Where teachers feel society is dismissive of the profession, their commitment is undermined. Promoting teachers 'en masse', without basing it on an evaluative mechanism linked to job performance, has also been found to de-motivate many teachers in Nigeria (Sanusi 1998, Obilade 1989 and Yisa 1975).

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

The work environment is also an important determining factor in teacher motivation. The teacher's working environment in Nigeria has been described as the most impoverished of all sectors of the labour force (NPEC, Nigeria 1998) Facilities in most schools are dilapidated and inadequate, (Adelabu 2003,Sanusi 1998). Kazeem (1999) has recommended that greater attention should be given to improving work-related conditions of teachers to improve the quality of education. In particular, there should be

improvements in the supply of teaching and learning materials and general classroom environment to improve student learning.

Kazeem (1999) and Akinwumi (2000) found that private school teachers appear more motivated than teachers in public schools. Regular payment of salaries and much lower pupil-teacher ratios are key reasons for this. Muheeb (2004) found that the conditions for teaching are more conducive in private secondary schools in Lagos State especially because the maximum class size is only 30 in private schools compared to well over 80 public schools.

Voluntary Service Overseas (VSO, 2002) "policy research" on teacher motivation in developing countries, such as Malawi, Zambia and Papua New Guinea focuses on factors in four areas: the conditions of employment of teachers, their situation as educators, their relationship with the local community, and their voice in educational policy. The report shows a plethora of negative factors in all these areas and not many redeeming features in the educational systems concerned. Teacher motivation is said to be "at best fragile and at worst severely deteriorating" in these countries (VSO, 2007).Of particular concern is, firstly, the evidence from VSO about poor management at all levels, from the ministry of education to the school, and, secondly, teachers' perception that the decline in their pay had adversely affected their status both nationally and locally. Other specific problems that are highlighted include delayed payment, housing shortages, insufficient upgrading opportunities, lack of learning materials, and a decline of inspectorate services and insufficient involvement of teachers' representatives in policy making.

Stress was also found to a source of teachers' demotivation. A study of teacher stress by Gorrell and Dharmadasa (1989) showed certain factors that may be important "de-motivators" for teachers in a developing country. It shows that overcrowded

classrooms, absent pupils and lack of teachers' texts can be very stressful factors, especially for the less experienced teachers.Closely related to this is a pressure to produce examination passes. Barrett's (2005) research on primary school teachers in Tanzania shows that they, as "second parents", have a great concern about whether their pupils will qualify for admission to secondary education.Czubaj (1996), states that the teachers with an internal locus of control are under less stress and more successful in teaching. Therefore, the students of these teachers feel less school related stress and take higher scores in their assessments. It is clear that teacher efficacy affects students directly. There is a tight correlation between teacher efficacy and students performance. "Good enough motivator".

2.9 The influence of extrinsic and intrinsic factors on teachers.

Extrinsic and intrinsic motivations are also addressed by Ellis (1984) and Giannoni and Tesone (2003), who differentiate between the two types. To them, extrinsicfactors are tangible benefits and include rewards such as technical support, compensation, job security, and promotion.

Intrinsicfactors are the emotional and personal benefits of the job itself. For teachers, these rewards could include teaching development, intellectual challenge, professional growth, and recognition. Ellis (1984) defines intrinsic motivation as self-respect of accomplishment and personal growth. That is, the emotional and personal benefits of the job itself are known as intrinsic rewards. Latham (1998) emphasizes that intrinsic rewards take an important role in teachers' lives. Seeing the growth and development of students makes a teacher more satisfied, regardless of extrinsic elements, when compared with a teacher who does not feel anything with the success of his

students. The activities that satisfy curiosity or lead to enhance the effectiveness are regarded as intrinsically motivated behaviors (Boggiano and Pittman, 1992).

According to Dörnyei, (2001), there is a high correlation between intrinsic motivation and teaching. Internal desire to educate people, to give knowledge and value is always in teaching as a vocational goal. Fulfillment of teaching is provided with intrinsic rewards (Dörnyei, (2001). Also, Evans (1997) defines teacher job satisfaction as, "a state of mind determined by the extent to which the individual perceived his/her job-related needs being met". The teacher-student relationship appears to be a strong motivator in teacher satisfaction. Teachers are most satisfied with intrinsic motivators, such as their relationship with students and least satisfied with extrinsic motivators, such as their salary (Spear, Gould, and Lee, 2000). Additionally, teachers seem to be most satisfied with helping students achieve in the classroom and developing positive relationships with their students rather than pay or teaching load (Dinham and Scott, 2000; Pena and Mitchell, 2000).

Dinham and Scott (2000) surveyed more than 3000 teachers in Australia, England, New Zealand, and the United States as part of the Teacher 2000 project. They found that those teachers are motivated intrinsically and report high satisfaction when they are able to make a difference in their students' lives. Giannoni and Tesone (2003) report a direct connection between teacher satisfaction and intrinsic motivation. On the other hand, Sylvia and Hutchinson (1985) found that merit pay, an extrinsic motivator, was counter-productive. Instead, they explained that "higher-order" intrinsic needs, such as esteem and self-actualization, were more effective motivators of satisfaction.

Deci and Ryan (1985) also maintain that teacher motivation stems from the intrinsic characteristic of self-determination. They define self-determination as behavior

initiated by personal choices and events in the environment. Pearson (2003) observed that those who were highly motivated and self-disciplined, who thrive with intrinsic rewards, were better suited to adopt instructional technologies in fulfilling learning outcomes.

Intrinsic motivation is likely to be increased by a sense of relatedness. Raffini (1996) defines relatedness as "the degree of emotional security" that teachers feel. A sense of belonging and acceptance is developed by conforming to the social and academic expectations of their colleagues and administrator. A secure relational base is thought to be an important issue for intrinsic motivation (Ryan and Deci, 2000).

On his part, Elton Mayo found out that the social contacts a worker has at the workplace are very important and that boredom and repetitiveness of tasks lead to reduced motivation. Mayo believed that workers could be motivated by acknowledging their social needs and making them feel important. According to Dr John Hughes, teaching students are motivated by the desire to make a difference and for the majority, money is not important.

Although influenced by Maslow, Hertzberg's (1966) "motivation-hygiene theory" argues that factors intrinsic to work, such as achievement and responsibility, have more potential for a positive effect on motivation, while extrinsic factors such as pay, managerial policy and working conditions have more potential for a negative effect if they are "sub-standard".

In contrast, Bandura (1986) and Schunk (1983) reported positive relationships between rewards and motivation. Rewards, according to Bandura (1986), signify progress. Schunk (1983) asserted that rewards based upon performance enhance motivation. Parker (2003) also found cases of instructors valuing extrinsic rewards, such

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as monetary stipends, decreased workload, and release time. Patty, (2006) (The Sydney Morning Herald - ABIX via COMTEX) -- Research by the University of Sydney contradicts an earlier study. It had suggested that low salaries are deterring the brightest students from studying teaching.

According to the system of scientific management developed by Frederick Winslow Taylor, a worker's motivation is solely determined by pay, and therefore management need not consider psychological or social aspects of work. In essence, scientific management bases human motivation wholly on extrinsic rewards and discards the idea of intrinsic rewards.

Cameron, Pierce, Banko, and So (2001) reviewed 145 studies and identified several conditions under which rewards were found to decrease or increase people's performance and motivation. In Cameron et al.'s (2001) review, a major finding across studies was that participants' motivation and performance increased when they were verbally praised for engaging in a task. Tangible rewards were found to increase motivation and performance on tasks that were of low initial interest. "Tangible benefits" (Latham, 1998) related to job such as salary, fringe benefits and job security are known as extrinsic motivation or called extrinsic rewards.

At lower levels of Maslow's hierarchy of needs, such as physiological needs, money is a motivator, however it tends to have a motivating effect on staff that lasts only for a short period (in accordance with Herzberg's two-factor model of motivation). At higher levels of the hierarchy, praise, respect, recognition, empowerment and a sense of belonging are far more powerful motivators than money, as both Abraham Maslow's theory of motivation and Douglas McGregor's theory X and theory Y (pertaining to the theory of leadership) demonstrate.Maslow has money at the lowest level of the hierarchy

and shows other needs are better motivators to staff. McGregor places money in his Theory X category and feels it is a poor motivator. Praise and recognition are placed in the Theory Y category and are considered stronger motivators than money.

Besides, intrinsic factors can be motivating to workers but "extrinsic incentives" tend to attract the most attention, attempts to improve the substance of teachers' work, such as improvement of teaching materials or in-service training, can also be significant incentives. Youlonfoun (1992) argues that, although good salaries and their prompt payment are important motivating factors, there is evidence that other factors can undermine commitment to teaching. Nevertheless, Jacobson, (1995), expects that teachers in developing countries, as in richer countries are likely to be motivated by a mixture of intrinsic and extrinsic factors. In related development, Giannoni and Tesone (2003), advise that administrators need to find a balance between the two factors in successfully motivating their teachers. Handling the challenging situation in the class and outside the class makes teachers exhausted, which hinders the success of teachers. Being intrinsically and extrinsically motivated increases job satisfaction. So, motivation has an important role in the job of teaching.

2.10 Education Quality in Ghana

Several studies conducted in Ghana by Centre for Research on Improving the Quality of Primary Education in Ghana (CRIQPEG,1996,1993); Kraft,(2003, 1996,1993) and many others showed that the quality of basic education is low. Despite funding by international donors and different interventions to improve the quality of basic public education, Kraft (2003) confirms that serious problems remain in the educational system of Ghana, especially the teaching of English language and mathematics. The results of the

Criterion-Referenced Testing (CRT) introduced into the Ghanaian education sector with the assistance of USAID showed that Grade 6 pupils' achievement has been poor. In the 1994 sample, for example, only 3% of Grade 6 pupils scored satisfactory marks in English, and a dismal 1.5% in mathematics (CRIQPEG, 2003).

Also, studies from CRIQPEG, (1996) and Kraft, (2003) confirm that the failure of Ghanaian pupils to learn English can be attributed to the methods teachers use in the classrooms. Instruction took the traditional form of teaching a foreign language. Kraft (2003) confirmed that didactic modes of teaching characterized by rote learning are still prevalent. Benzanson and Hawkes (1972) described the teaching methods of Ghana as traditional, whole-class, and teacher-dominated. The early stages of reading often consisted of alphabetic and look-and-say work, with words or sentences mechanically repeated aloud. Actual reading is still delayed until Grade 2, when teachers copy short texts on the blackboard for children to read aloud in unison. Teachers move from teaching two-letter words to three-letter words and beyond.As Etsey (2004) put it, this is the typical bottom-up, skill-based instruction encouraged by the behaviorist tradition. In field visits to Ghanaian classrooms Etsey (2004) also observed that the missing element of teaching comprehension was the failure to teach strategies pupils can use in constructing meaning from written passages. He believed the Ghanaian approach to teaching reading and writing did not help the children become independent readers and writers.

Equity Issues

Equity is a prerequisite of quality education. According to Kraft (1995) there is a dramatic difference between the educational opportunities available to children in rural settings and those who attend school in towns, regional centers, or the national capital. Also, there is overwhelming geographical disparity between the southern, central, and

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northern zones of Ghana in every aspect of schooling: infrastructure, toilets, textbooks management, parental wealth, the training of teachers, instructional materials, etc. Kraft (2003), found most of these issues still unresolved.

A recent study of private schools in Ghana by the Educational Assessment and Research Centre (EARC 2002) shows parents enrol their children in private schools because they believe these schools offer a better quality education, so an increasing number of children are entering the public secondary school system after completing private primary education, usually in a town or district capital. GES figures for 2004 indicate that of 16,000 primary schools in the country, 3,600 (22%)are approved private primary schools (DEO, Techniman).

Teaching and learning Issues

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

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

a. Improving management efficiency and management and the focus was on Management efficiency, decentralization and sustainability, funding of education; partnership between Educational Ministry and development partners; staff development and reform implementation.

b. Improved access and equity and the focus was on access, participation and equity; Access to and efficiency of tertiary education; Girls' education; community participation.

c. Improved quality education and the focus was on curriculum improvement; teacher education and efficiency; educational assessment.

d. Others and the focus was on relevance of education to national needs; NGO participation; Education and health; Tertiary education; Functional literacy programme; Distance education (UNESCO, 2000).

Furthermore, USAID Commissioned Study into School Performance (2003)in Southern Ghana found thatpupils' performance in private schools was higher than public schools. The difference was attributed to the quality of Supervision of instruction in private schools. Many researchers haveobserved that monitoring and supervision of teacher's work was more regular in private schools than in public junior secondary schools in Ghana. Previous study on time management in schools also found that while both private and public schools misused instructional time, the private schools better managed instructional time than the public schools' (USAID, 2003).Similarly,Oduro (2003) found that head teachers of rural school lack competences in health administration, instructional supervision, record keeping, financial administration and other fundamental qualities.

Prior to these studies, Atakpa and Ankomah (1998) reported factors relating to school management effectiveness such as instructional leadership skills of the school heads, time management, school vision and mission, tradition of performance, learning environment, and school and community relationswere found lacking in some schools.Generally,what is common to all the studies is that the quality of education is low, lower in rural schools than in urban ones, and lower in public than in private schools.

.   Disparities between urban and rural schools serve as disincentive for recruiting quality teachers. Ankomah, *et at* (2005) related to national newspaper that during the 1998-99 academic years as an example, national newspapers reported that 115 out of 262

newly trained teachers posted to one of the deprived rural areas in the northern part of Ghana did not report for work (The Daily Graphic, May 1999).

2.11 Factors affecting quality education in Ghana

Despite funding by international donors and different interventions by the government of Ghana to improve the quality of basic public education, studies conducted in Ghana show that the quality of basic education is low. CRIQPEG, Etsey, Kraft and others reported that a range of school factors correlate with higher achievement. Some factors that affect teaching and learning in Ghana are:

i.   Large class and school sizes.

ii. How involved head teachers are in decision-making, teacher supervision, monitoring of the class schedule and curricula, and ensuring that textbooks, syllabuses, and handbooks are available to teachers.

iii. School-wide policies on discipline, attendance, tardiness, and absenteeism and their enforcement by heads of schools.

iv. Inadequate teacher training in pedagogy. Instructional practices in Ghana are overwhelmingly teacher-centered, and dominated by rote learning and copying off the board. While some Ghanaian teachers use a questioning/recitation strategy, most children are not actively involved in lessons. It has been globally demonstrated that this does not promote quality education and achievement in school(Kraft 1994).

v.   Minimal teacher commitment because, teachers are underpaid; they are often absent or arrive late and leave early, especially in rural settings.

vi. Teachers contact hours: In Ghanaian schools there are endless interruptions of instruction by such activities as sporting and cultural festivals and teacher absenteeism and tardiness.

vii. Irregular and latedistribution of textbooks and school resources: Scarcity is exacerbated by poor central record-keeping, leading to over- and under-supply of educational materials in schools.

viii. Shortage of teachers' handbooks, which are in any case repetitive and restrict the teacher to a limited variety of teaching strategies.

ix. Shortage of libraries: Most Ghanaian schools especially the rural schools lack library facilities, and the few found in some schools are not fully utilized by either pupils or teachers.

2.12 Measures to improve quality basic education in Ghana.

There have been a number of initiatives and recommendations in Ghana aimed at ensuring quality in the country's educational provision: examples of successful quality improvement initiatives and recommendations in Ankomah *et al,* 2005(Edqual Project-Ghana, 2005), include the following:

The Quality Improvement in Primary Schools (QUIPS) Programme

The USAID QUIPS programme, which was initiated in 1997, works in collaboration with MOE, GES, District officials and community representatives, to increase the effectiveness of the primary education system. The programme supports interventions at three levels, that is, school, community, and district. At the school level, training is provided to teachers, School Heads, Circuit Supervisors and other district officials. At the community level, awareness and mobilization are supported for strengthening school management committees (SMC) and PTAs. Improving the

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management capacity at the district level includes planning, budgeting and financial administration. This last intervention also provides grants for the District Education office.

Each year approximately 75 new schools and communities are selected to participate in the USAID QUIPS programme. Each group receives two years of interventions similar to those described above. In 2005, 88 partnership schools were selected from 22 districts. To date, QUIPS has provided interventions in over 400 partnership schools and communities in all regions and 96 districts, reaching a total of about 112,000 primary students. A mid-term assessment of the QUIPS programme indicates that the programme is impacting positively on teaching and learning outcomes in primary schools throughout the country. Child scope is a UNICEF sponsored programme, which is helping to improve children's reading, writing and numeracy skill in primary schools.

Performance Monitoring Test (PMT) and School Performance Appraisal and Meetings (SPAM)

The PMT and SPAM, which were introduced in 1998, have proved to be effective tools in monitoring, teaching and learning outcomes in basic schools. The PMT is a test in English and Mathematics administered to 25% - 50% of pupils in public schools. The results are discussed at School Performance Appraisal Meetings (SPAM) where parents have the opportunity to analyze the performance of their children and map out strategies for improving their performance and school achieving set targets. Record suggests that the initiative has impacted positively on quality teaching and learning in schools.

District Teacher Support Team (DTST)

The District Teacher Support Team provides an anchor for improving the quality of teaching and learning at the district level. It provides support to schools in the area of good practices in literacy, numeracy, leadership and problem solving.

The Whole School Development Programme (WSD)

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

Supply of Teaching and Learning Materials

The supply of teaching and learning materials is also receiving the necessary attention. Under the book scheme for basic schools, 5 million supplementary readers and 440,000 atlases were supplied to public junior secondary schools in 2005 as a result of which a total of 1,316,216 supplementary readers have been supplied to junior secondary schools. Private basic schools and senior secondary schools also have access to government procured and printed textbooks.

Decentralization and Community Participation

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

Teacher Training Education

Quality teacher education is crucial for effective education outcomes. For this reason, facilities in all the 38 public Teacher Training Colleges have been rehabilitated under the German Agency for Technical Co-operation (GTZ) and JICA assistance programme. Under a new programme known as In-In- Out, teacher trainees have been offered the opportunity of gaining long practical internship experience in schools. It is a school-based training scheme in which trainees are expected to spend two years at school and use the third year for practical training in the classroom. All the 38 public teacher training colleges have been upgraded into diploma awarding institutions to ensure quality teaching and learning in schools. Enrolment has increased from 18,955 in 1994 to 21, 410 in 2001 (Teacher Education Division, GES).

District Sponsorship Scheme in Teacher Training

The scheme has ensured constant supply of trained teachers to rural/deprived areas. Districts experiencing difficulties in meeting school requirement for qualified teachers are allowed to sponsor candidates for training. On completion of their training, it is incumbent upon such beneficiaries to teach in the districts that sponsor them for at least three years. Most rural areas have benefited greatly from the scheme; thus improving the status of teacher supply to rural schools.

Non-Governmental Organisations (NGOs)

The NGOs provide major services to education, for example, school renovation and construction including teachers' quarters, provision of educational materials, in-service training and up-grading of teachers skills, capacity building of parent teacher association (PTA). All these have contributed to the improvement of educational quality in Ghana.

The Issue of Reading

The difficulty the Ghanaian children have in reading will be drastically minimized if the culture of reading is re-introduced into Ghana, libraries are established, and enough supplementary reading materials are provided for the schools. A culture of reading can come into being only when materials, even pupil-written, become more widely available (Kraft 2003).

Teacher Time-on-Task Issue

Teachers contact times and the teaching period should not be unnecessarily interfered with other less important activities. Schools, especially public ones need to make good use of all the instructional time available.

Quality in education is now crucial in Africa's strategic plans towards catching up with the developed world. While the notion of quality and priority foci may differ from country to country, the term has become a determining factor in facilitating international support for educational expansion and developmental initiatives. Increasingly successive governments in Ghana have sought and continue to seek strategies for quality delivery of education. Yet, the outcome of BECE results in recent years does not commensurate with the government's efforts.

By and large, review of literature clearly revealed that both intrinsic and extrinsic factors of motivation are important as observed by Jacobson. In GES however, the extrinsic factors are seemed more pronounced than the intrinsic factors for example, teachers' awards in Ghana are more of tangible awards than intangible ones. However, since the extrinsic awards given to teachers over the years seem not to motivate teachers enough to be committed to their work, future research can look into which specific intrinsic factor or factors that can increase the level of teacher motivation in Ghana.

CHAPTER THREE

RESEARCH METHODS

3.1 Introduction

A research method is a set of systematic procedures (plan) for conducting a study so as to get the most valid findings, (Kannae, 2004).Investigations or studies in the social sciences like the physical sciences are aimed at "finding out", and the researcher needs to spell out the strategies or procedures to follow in order to properly carry out such an investigation. These strategies or procedures may be termed research method.

Basically, this chapter describes the methods and techniques that were adopted for data collection for this study and it includes: background of the study area, research design, sampling procedure, data collection methods, pretesting, field work/data management, field problems and ethical consideration. It is significant to note that a good research method produces the relevant data which in turn yields the expected results or findings.

3.2 Background of the study area (Research Setting)

Tamale Metropolis is the capital of the Northern Region and the seat of the Northern Regional Minister. The Tamale Metropolitan Assembly (TAMA) is one of the 20 districts and the only Metropolitan Assembly in the Northern region and the other two regions in the Northern sector of Ghana.The Metropolis is located in the centre of the Northern region and shares boundaries with five other districts namely the Savelugu-Nanton district to the North , Yendi Municipality to the East, Tolon-Kumbungu district to the West , Central Gonja district to the South West and East Ganja to the South.

The Metropolis has a total estimated land size of 750 km sq which is about 13% of the total land area of the Northern Region. There are a total of 197 communities in the Metropolis of which 33 are urban communities (Source:Tamae Metropolitan Assembly Office - The profile of Tamale).

In 1984, the population of the Metropolis was 167,778 inhabitants which rose up to 293,881 in 2000 (2000 Population and Housing Census). This figure shows an increase of 75% over the 1984 population with an intercensal growth rate of 3.5%. With this growth rate the projected population of the Metropolis is currently estimated at 414,548 and this is expected to rise to 459,617 given the current growth. With an urban population of 67.1%, the Metropolis is the only district in the region which is predominantly urban. The population density of 318.6 persons per square kilometres for the Metropolis is about 12 times higher than the Regional average density of 25.9 persons per square kilometres (Source: Tamae Metropolitan Assembly Office-The profile of Tamale).

The development of education in the area dated as far back as 1940s when a local primary was established and since then education received a tremendous boost. Currently, University for Development Studies has a medical school, faculty of agriculture science and the central administration of the university located in the metropolis to supplement the efforts of other state institutions to meet the country's manpower requirement. Apart from this, Tamale has a Polytechnic, two Teacher Training Colleges, Nursing Training College and Community Heath Training School, and School of Hygiene. Also, there are eleven (11) public senior high schools and seven (7) private Senior High Schools. In addition, there two hundred and twenty eight (228) kindergartens (KGs), two hundred and fifty seven (257) primary and one hundred and three (103) junior high schools. Apart

from this, there are a total of one hundred and sixty seven (167) registered private basic schools in Tamale metropolitan area (Source: Tamale Metropolitan Education Office).

3.3 Research Design

In a research, once the objectives of the project have been established, the issue of how these objectives can be met leads to a consideration of which research design will be appropriate. A research design according to Walliman 'provides a framework for the collection and analysis of data and subsequently indicates which research methods are appropriate' (Walliman 2006).

This study is a social survey, cross-sectional in approach and explanatory in content. It is aimed at finding out more about quality basic education delivery and motivation of teachers in Tamale metropolis and to explainthe relationship between two main variables; teacher motivation and quality education delivery.

Research design is very important in any study for various reasons. According to Johnson, et al (2001), it is a plan that guides the investigator in the process of collecting, analyzing, and interpreting observations. It is a model of proof that allows the researcher to draw inferences concerning causal relations among the variables under investigation. Furthermore, the research design also defines the domain of generalizability; that is, whether the obtained interpretations can be generalized to a larger population or to different situations.

3.4 Sampling Procedure

This indicates how cases (respondents) were selected. The researcher would have liked to study the entire teacher population in Tamale to give more weight to his research findings. However, it was not possible to include all members of the target population on

feasibility grounds. For this reason, stratified sampling technique was used to select 20 public basic schools with both primary and JHS from urban and peri-urban areas and simple random sampling method was used to select 216 respondents for this study. Stratified sampling was used to ensure that the data was fairly representative of the views of the population.

3.4.1 Target Population

All the teachers in the public basic schools with both primary and JHS located in the Tamale Metropolitan Area were targeted for the study. In the field, the population of interest targeted for the study was carefully selected from the selected basic schools to participate in the research. However, it is important to make it clear that the study was focused on only the teachers and head teachers from the selected basic schools in the metropolis. The reason for targeting these schools were; the primary schools laid the basic foundation or prepare students to continue to JHS and most of the teaching and learning activities begin at primary level. Also, the BECE which is taken upon completion of basic school in Ghana was one of the indicators to measure quality in this study.

3.4.2 Study Population

The teachers sampled from the selected public basic schools located in the Tamale metropolitan area formed the study population. Over all 216 respondents participated in the survey. The study population was obtained from the schools selected for the research.

3.4.3 Sampling Units/ Unit of Analysis

This is an educational survey in connection with teacher motivation and quality of education delivery in the Tamale Metropolitan area,therefore, the individual teachers and head teachers constituted the sampling units for this study. According to Kumepkor, the unit of analysis in any investigation is the actual empirical units, objects, occurrences

which must be observed or measured in order to study a particular phenomenonKumepkor (2002). In this study therefore, the teachers' opinions, beliefs and characteristics were sought to study the motivational levels of teachers and its impact on teachers' performance (quality education delivery) in public basic schools in the Tamale metropolis of Ghana.

3.4.4 Sampling Frame

The sampling frame is what is resorted to in the actual selection of a sample for a survey. In this case, the list of all public basic schools and their teachers was the sampling frame for the study. The list of schools was obtained from the Metropolitan Education Office in Tamale after the researcher had introduced himself as a student from the Department of Sociology and Social Work at KNUST.Also, the list of teachers was obtained from the various selected public basic schools. The sampling frame helped the researcher to choose a sample that was representative of the population being studied.

3.4.5 Sample Selection and Sample Size

According to Kannae (2004), sampling is the method of selecting some part of a group to represent the total group. The total group is the population while the part is the sample. The selection of a sample was important since it was impracticable to cover the entire population. It also helped to cut cost in data collection, quicker in data collection and reduces the length of time needed to collect data. Stratified sampling technique was used to select twenty (20) public schools with both primary and JHS from urban and peri-urban areas.

The total number of teachers from the selected twenty public basic schools was about 300. From tabulated values of sample sizes for different sizes of population, a

population of 300 individuals require a minimum sample size of 168 for a 95% confidence level and 5% margin of error (Saunders et al, 2009). Therefore, a sample size of 216 respondents out of the 300 was selected for study. This included 25 head teachers from the selected schools. The remaining191 teachers were selectedusing simple random sampling technique. The selection of sample helped cut cost in data collection and reduced the length of time needed to collect data.

3.5 Data Collection Methods/ Techniques

Data collection techniques describe how data is gathered, methods used to get to the sample of respondents to be used for research and the way information is obtained from chosen respondents, analyzed and interpreted to arrive at conclusions that may be the foundation or backbone of the research.The two main sources namely primary and secondary were used to elicit information from the respondents.

3.6 Primary Source

Most researches require both secondary and primary data. Primary data'entails going out and collecting information by observing, recording and measuring the activities and ideas of real people, or perhaps watching animals, or inspecting objects and experiencing events. This process of collecting primary data is often called survey research' (Walliman, 2006). For primary source, the researcher contacted the respondents in the field (schools) for first hand information through the use of questionnaire and simple observation.In this study, the administration of the questionnaire involved self-completion.Questionnaires were given to respondents in the selected schools for the study for self administration.

The instrument, designated Questionnaire For Teachers (QFT) used to collect data for the study had four parts: The first part sought information on socio-demographic characteristics variables such as sex, age, marital status, school location, highest educational level, professional status and duration in the service. The second part was teacher motivation and Likert Scale with multiple responses such as very satisfied, satisfied, neutral, dissatisfied, and very dissatisfied. This was used to find out teachers opinions on how satisfied or motivated they were with regards to their living and working conditions as teachers. Also, respondents were asked to choose among several options the major specific motivational factor that can motivate them to be committed to their work. In the third part questions dwelled on quality education delivery and participants were requested to choose factors most likely to result in effective teaching and learning in public basic schools in Tamale metropolis with multiple responses of strongly disagree, disagree, not sure, agree and strongly agree. Besides, respondents were asked to indicate major factor/factorsthat account for low quality delivery of education in their schools.

The fourth part contained statements with multiple responses in the form of Likert items aimed at soliciting information on the relationship between teacher motivation and quality education. Finally, the last part of the questionnaire had open-ended questions intended to source information as to what actions can be done to improve teacher motivation and quality education delivery. These types of questions in the final part of the questionnaire allowed respondents to answer in their own words to enable the researcher gather information in relation to factors that can improve the quality education delivery and teacher motivation in the metropolis.

It is important to acknowledge that to adapt the survey instrument for the study, questionnaire items were sourced from previous studies by Ofoegbu (2004), Urwick,

Mapuru,, and Nkhoboti,(2005)and modifications were made to suit the study. Also, some quality indicators were adopted from Dare (2005) and modified. Dare proposed the following formula for determining critical quality indicators in education:

Table 3 1: Indicators to Measure Quality Education Delivery

Indicator	Objective	Formula
Pupil-Teacher Ratio	To measure the quality education	
Class size	To measure the quality education	
Percentage of qualified Teachers	To measure the quality education	
Percentage of pass students at BECE	To measure the quality education	

3.7 Simple Observation

Another data collection method adopted in this study was simple observation.Observation is a method of data collection that employs vision as the only technique of collection. It is a method of recording conditions, events and activities through looking rather than asking. Observation can be used in both quantitative and qualitative data recording (Walliman, 2006). In a simple or non–participant observation, researchers study their subjects 'from the outside'. Their position is clearly defined and different from that of the subjects. Observing is a special skill requiring the management

of issues including the possible deception of the people being interviewed, as well as impression management (Creswell 1998).

Against this background, the researcher obtained the consent of all the head teachers in the selected schools in the metropolis in order to have the self-confidence to move around and observe what activities were carried out by pupils and teachers in the school environment.

One major advantage of this method of data collection is that it can be done anywhere and therefore it was vital to make full and accurate notes of what had been observed. It also provides information from spontaneous, unplanned, unexpected events and being amenable to difficult contexts such as noisy or crowded areas. However, an immediate, accurate record of what has occurred may be difficult for the observer to reproduce because of momentary distractions of note taking (Thomas 2003). It is important for the researcher to record what has happened and what he thinks has happened during observations. For this reason, a field note book was kept at all times for the purpose of making notes of both the empirical observations as well as the researcher's own interpretations of phenomena. The researcher observed the activities taking place within physical environment with regard to teaching, learning, the interaction between teachers and pupils, and the availability of both teaching and learning materials, visiting of libraries, taking pictures and so on.

3.8 Secondary Sources

The researcher resorted to the various documented materials for information in relation to the subject matter of the study. To get the broader understanding of the research problem, the researcher consulted textbooks, journals, articles, previous research

reports, periodical, and internet sources, other relevant books on education policies in Ghana for information in relation to the problem being investigated. Another source of data was documented materials from the various schools. These documents include the school logbook, pupils' attendants register, teacher's attendant register, Ghana Education Service pupil's report card (JHS), cumulative record for basic education book and continuous assessment forms at basic education level. These documents helped the researcher to measure quality indicators such as pupil-teacher ratio, pupil-core textbooks ratio, class size, teacher and student population and pupils' academic performance.

Also, secondary data were useful for the review of literature relevant to the study to help put the problem in its right perspective. It also helped to give insight into existing information on the subject and identified gaps between current knowledge and how these gaps could be addressed by the study or further investigation. It should also be noted that though literature was readilyavailable on developing countries, access to such information on the Ghana's situation in the area of study was difficult to obtain. This was due to the fact that such information was not readily available.

3.9 Pretesting

A pilot study of the questionnaire was undertaken using twenty five (25) teachers and five (5) head teachers from five of the public basic schools in Savelugu/Nanton District to ascertain whether the concepts used would be well understood by respondents. The time taken to complete the questionnaire ranged from 20-30 minutes. The purpose was to test the research instrument, and to make all necessary amendments. Feedback on clarity of words and instructions were good, with no assistance needed. The importance of this exercise was that the questions that needed clarity were amended to get the right information. Another good thing about it was that time taken to finish the

questionnaire and response rate were known and this helped the researcher in the field work as to when to visit the schools in order not to interfere lesson hours.

3.10 Field Problems

The major problem was the sit down strike and a series of demonstrations by teachers all over Ghana as a result of the migration of their salaries to single spine salary structure (SSSS) implemented by the government in February, 2011. The basic schools vacation was another limiting factor. The researcher had to wait for schools to resume before he could continue to solicit information needed for the study. Also, by administering written questionnaire, questions might be misunderstood and interpreted as such. Reluctance of some teachers to provide information especially as a result of their dissatisfaction about SSSS implementation was another problem that cannot be understated. Another major problem was the cost involved in frequent travelling between Tamale (the study area) to data and Kumasi (the institution of study) to meet supervisors. To ensure higher response rate the researcher made his objectives of the study known to those teachers and further assured them that the study was meant for academic purposes. The questions that needed further explanations were explained to the respondents.

3.11 Data Management

Data management is the assembling and keeping of data accurately and securely and in the way that will be available and easy to use. After the instruments have been administered and collected, the data were coded, edited, cleaned and entered into the computer for further analysis.

For quality control, data was checked in the field to ensure that the information collected was accurately recorded. Before and during the data processing, the information was

cross checked again to ensure completeness and internal consistency. Where some inconsistencies existed in the data due to mistakes made by the respondent, it was possible to detect and the interviewee concern was contacted for clarification in order to have the right information. This was possible and easy because the researcher assigned special identification codes to schools.

The importance of data management in this study was that it provided accurate and reliable information for decision making. Also through the process of data review, cleaning, coding, entry and editing, flaws such as incomplete test instruments, unanswered items, as well as instruments with wrong responses were identified and the necessary corrections effected to render such instruments useful. Again, the confidence of researcher was enhanced for satisfying that the data he was drawing his conclusions on had been effectively managed.Using SPSS software package, descriptive statistics such as frequency tables, percentages and charts were used to emphasize the importance of relationships that arose from the results. Chi-square analysis was used to test both hypotheses since both hypotheses seek to compare two nominal level variables to determine the relationships. That is to determine the relationship between teacher motivation and quality educational delivery as well as a comparison of and motivation levels among teachers from urban and peri-urban communities. Besides, since data were categorical in nature, chi square suited this sort of analysis as Agesti (1996) cited in George and Mensah (2010) argues that chi square can be used to explore relationships between categorical data.

3.12 Ethical Issues in the Study

Ethics defines what is or is not legitimate to do, or what a 'moral' research procedure involves (Neuman 2000). Social researchers according to Neuman need to

prepare themselves and consider ethical concerns as they design a study so that sound ethical practice is built in to the study (Neuman, 2006). Ethical issues catered for in this study were: right of privacy, voluntary participation, no harm to participants, anonymity and confidentiality, deception and scientific misconduct.

Indeed, human beings have rights of privacy, and these rights must be respected. The rights of respondents were respected and there was no attempt to study respondents without their knowledge.

Voluntary Participation: Another, major tenet of social research is that respondents' participation must be voluntary. Responding to interview and filling of questionnaire in the study of this nature required significant time and energy and its participation could disrupt the respondents' regular activity. For this reason, the researcher explained the objectives and significance of the study to respondents and allowed them to exercise their right to voluntary participation.

No Harm to the Participants: Another ethical issue in social research is that the exercise should never injure the people being studied, regardless of whether they volunteer for the study. Harm in this sense, could be physical, psychological and emotional. Because respondents could be harmed psychologically from, for instance, questions dwelling on their living and working conditions, attendanceand punctuality to school, salary satisfaction and receipt of allowances, questions were frame in a manner that gave the respondents more options and freedom to choose the answers appropriate to them.

Anonymity and Confidentiality: The clearest concern in the protection of the respondents' interest and well-being is the protection of their identity, especially in survey research. If revealing their survey responses would harm them in any form, then strictadherence to this ethical issue becomes very necessary. With regards to this, the

researcher adopted anonymity and confidentiality techniques to insure their protection. It is important however to admit that anonymity in this work was difficult but not impossible to achieve or guarantee due to the nature of data collection technique (questionnaire) the researcher used. In this case it was difficult to gather information with interviews and self administered questionnaire tools without physically contacting the respondents.

On this basis, the researcher assured the respondents that the information they provided would be kept confidential as possible. To ensure this, the researcher removed information that requires identification of names of respondents, schools and replaced them with identification letters and numbers so that a follow up could be done for clarification purposes if there was a need. The respondents were given the opportunity and ample time of three days to carefully study and answer the questions objectively as possible. The assurance given to respondents to keep information confidential helped the researcher to obtain the needed information.

Deception: The researcher did not consider deception as a technique to collect data from respondents as some believed thatit is appropriate sometimes to conceal a researcher's purpose in order to improve the quality of the study. Rather, the researcher introduced himself to respondents and made it clear to them that the work was meant for academic purpose. Besides, the researcher did not hide his identity as a researcher from respondents with the view of tricking them for information.

Scientific Misconduct: The research community oppose unethical behaviour which includes research fraud and plagiarism. This behaviour is known as scientific misconduct

which normally occurs when a researcher falsifies or distorts the data or the method of data collection, or plagiarizes the work of others. The researcher followed strictly the prescribed standard of scientific behaviour to avoid fraud and plagiary. The researchersolicited information needed from the right respondents and properly analyzed before writing this report. Also, ideas, works, writing and references made in this work were duly acknowledged in the in-text referencing and bibliography.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION OF RESULTS

4.1 Introduction

This chapter seeks to present and analyse the data gathered from the survey. Indeed, the assertion that reliability of the conclusion drawn from any survey depends largely on the quality of data analysis cannot be overemphasized.Against this background, the descriptive and inferential statistical methods were used for purpose of analysis. Using SPSS software package, Descriptive statistics such as frequency tables, graphs, charts and percentages were used in the analysis. In addition, inferential statistical tool (chi-square) was used to test hypotheses of the study. It is important to note that in the analysis of data some response categories were merged together for effective analysis.

4.2 Socio-demographic Characteristics of Respondents

The socio-demographic characteristics were very important as these could have some influences on the person's behaviour and thus, could help explain a person's views and opinions on issues and his/her way of life. The socio-demographic characteristics of respondents used in this study, which were found to be relevant for analysis include; age, sex, marital status, highest level of education, professional trainedbackground and location of school.

Table 4. 2: The Age of Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Below 20	1	.5	.5	.5
20-29	63	29.2	29.2	29.6
30-39	92	42.6	42.6	72.2
40-49	42	19.4	19.4	91.7
Above 50	18	8.3	8.3	100.0
Total	216	100.0	100.0	

The Age of Respondents

Age is an essential factor in determining labour force participation in work in any organisation. Therefore, many employers take into consideration how long they would benefit from employee's working life. Table 4.2 above showed the ages of respondents. 42.6 percent of respondents were within the ages of 30-39, 29.2 percent fell between 20-29 years. 19.4 percent of the respondents fell between the ages of 40-49 and 8.3 percent were those who were above 50 years with only one respondent (0.5%) under 20 years. From this presentation, it was revealed that majority of the respondents were in their youthful age (Table 4.2).

Figure 4. 2: Sex of Respondents
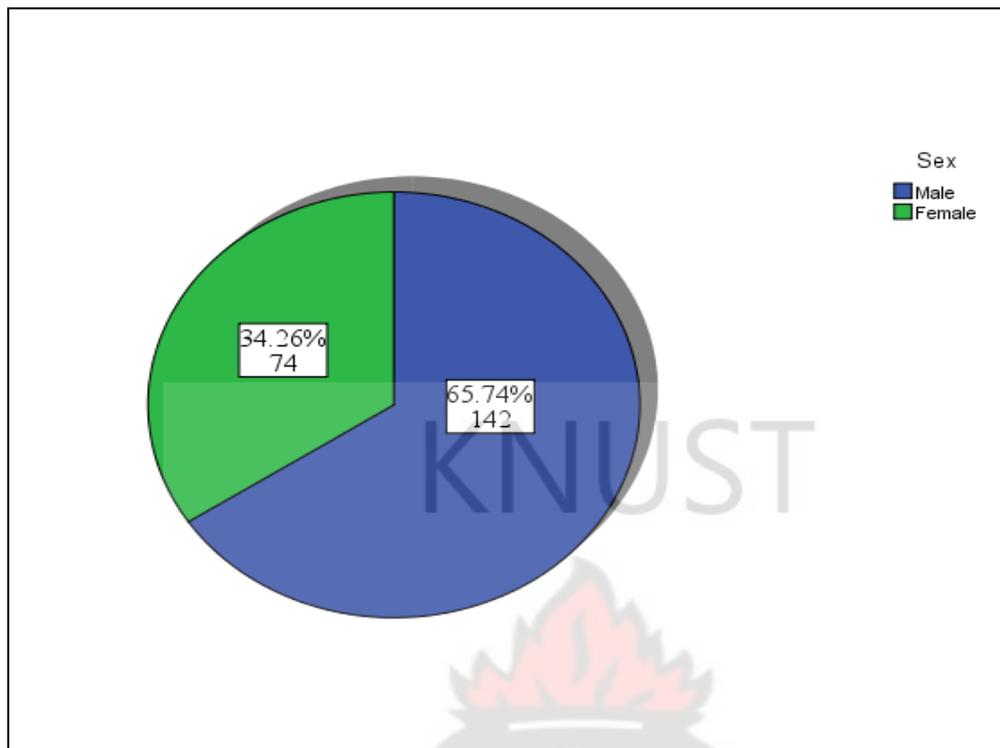
Sex of Respondents.

The diagram above indicated the sex differences of respondents. It was revealed from figure 4.2 that majority of respondents were male teachers (65.74%) while 34.24% of the respondents were female teachers. Although majority of teachers were males, a significant number of them were females. It is important to note that in Ghana most organisations including GES have always been male-dominated.

Table 4. 3: Marital Status of Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Married	136	63.0	63.0	63.0
Divorced	9	4.2	4.2	67.1
Widowed	6	2.8	2.8	69.9
Never Married	59	27.3	27.3	97.2
Separated	6	2.8	2.8	100.0
Total	216	100.0	100.0	

Marital Status of Respondents

With regard to marital status, the data revealed thatmajority of respondents (63%) were married. 27.3% were single and had never married. However, 9.73% respondents were divorced, widowed or separated (Table 4.3).

Figure 4. 3: Location of School.
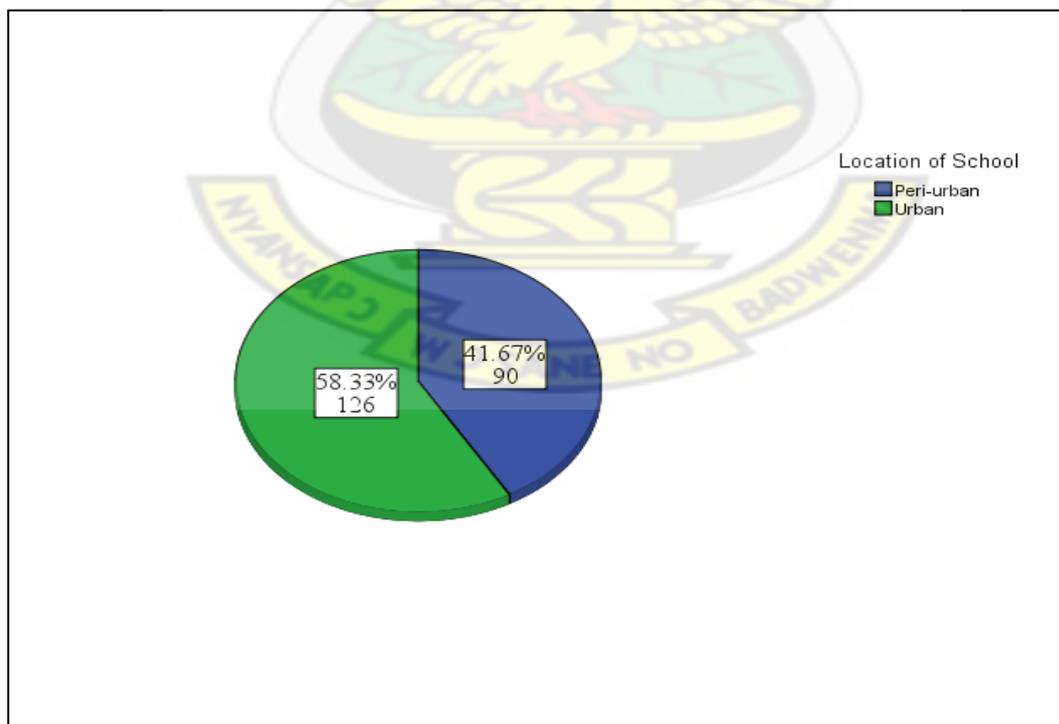
Location of School

The location of school was designated as urban and peri-urban areas. The data revealed that 58.33% of teachers were in schools within the central part of Tamale whereas 41.67 % were in the schools outside or far from the city center. The revelation was usually the case in most urban areas because there were more schools with large classes in the urban centers than in the peri-urban areas. Also, some teachers did not want to accept postings to the peri-urban areas because of the distance and the lack of social amenities(Figure 4.3).

Table 4. 4: Educational Background of Respondents

School/Institution	Senior Secondary School	Vocational /Technical School	Teacher Training College	University	Other	Total
Frequency	4	14	92	105	1	216
Percent	1.9	6.5	42.6	48.6	.5	100.0
Valid Percent	1.9	6.5	42.6	48.6	.5	100.0
Cumulative Percent	1.9	8.3	50.9	99.5	100.0	

Educational Background of Respondents

Education is considered an essential key to socio-economic development of human beings in every nation. In this study, the educational background of respondents was important since the core responsibility of teachers was imparting knowledge and skills to pupils in the country. The data presented in Table 4.4 indicated that 48.6% had university education and 42.6% had professionalteachers' certificate. Only 6.5% of the

69

respondents completed vocational/technical schools and 1.85% had secondary school certificates and only one person had finished a commercial school.

Figure 4.4: Professionally Trained Background of Respondents
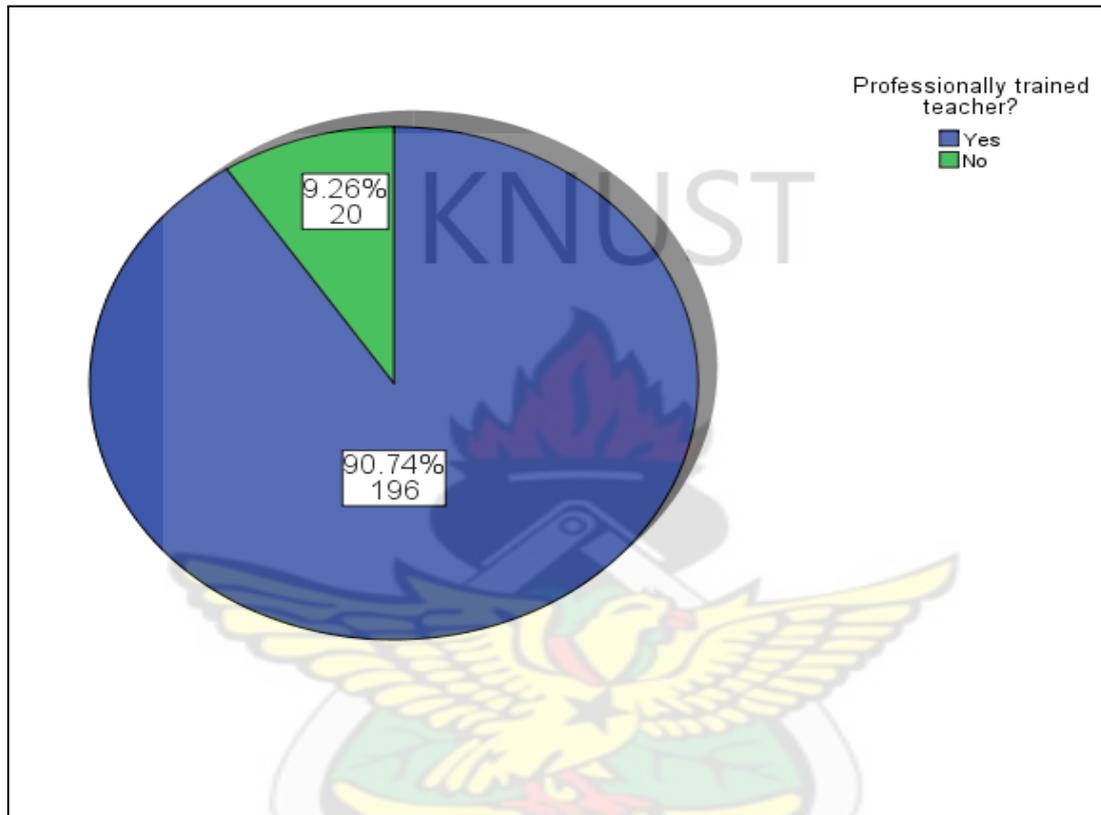
Professionally Trained Background

In response to a question regarding the professional background of respondents, the study revealed that an overwhelming majority of basic schools teachers in Tamale Metropolis (90.74%) were professionally trained whereas 9.26% were not professionally trained. This revelation confirmed the data on respondents' educational background indicated earlier. This further implied that the schools in the metropolis in terms of quality human resource (teachers) did not have much problem.

4.3 Teacher Motivation

Table 4. 5: Decision to become a Teacher

Professionally trained teacher?	Interest in teaching	Lack of other employment opportunities	Pay	Working hours	School holidays	Other	Total
Yes	115	40	15	13	6	7	196
	58.7%	20.4%	7.7%	6.6%	3.1%	3.6%	100.0%
No	11	8	0	0	1	0	20
	55.0%	40.0%	.0%	.0%	5.0%	.0%	100.0%
Total	126	48	15	13	7	7	216
	58.3%	22.2%	6.9%	6.0%	3.2%	3.2%	100.0%

In response to a question as to why respondents decided to become teachers, 58.7% of the professional teachers said they were interested in teaching while majority (55%) of the unprofessional teachers gave the same reason. Also, 20.4% of the professional teachers stated lack of employment opportunities as the reason why they decided to join teaching profession and 40% of the unprofessional teachers stated the same reason. In relation to pay, only 7.7% of the professional teachers stated pay as the reason why they chose teaching as their profession. With working hours and school holidays, 9.7% of the professional teachers said they decided to join the profession because of the working hours and holidays enjoyed by teachers. Interestingly, 3.6% of the professional teachers gave other reasons such as ''a stepping stone'', ''lack of financial support to further their education at the university'' and ''they followed their parents' advice,'' (Table 4.5).

4.3.1 The Best Incentive That Motivates Teachers

Table 4. 6: The Best incentives that can Motivate Teachers to be committed to Work

Which major specific motivational factor can motivate you to do your work?	Location of School				Total	
	Peri-urban		Urban			
	Count	%	Count	%	Count	%
Improvement of salary and allowances	21	23.3%	32	25.4%	53	24.5%
Regular promotion	11	12.2%	21	16.7%	32	14.8%
Conducive environment	19	21.1%	29	23.0%	48	22.2%
Award schemes	6	6.7%	12	9.5%	18	8.3%
Teacher's competence	5	5.6%	8	6.3%	13	6.0%
Participation in decision making	8	8.9%	9	7.1%	17	7.9%
Pupils' academic performance	6	6.7%	6	4.8%	12	5.6%
Recognition and Respect of teachers fromsociety	11	12.2%	6	4.8%	17	7.9%
Others	3	3.3%	3	2.4%	6	2.8%
Total	90	100.0%	126	100.0%	216	100.0%

Table 4.6depicted the reaction of respondents to the question about the best incentives that could motivate teacher to be committed to their work. The data indicatedthat 24.5% of respondents from both urban and peri-urban schools said improvement of salary and allowances could motivate them to work hard. 22.2% of the respondents indicatedconducive environment as the best motivating factor, whilst 14.8% considered regular promotion as best factor to motivate them. Some respondents (8.3%)

viewed award schemes as the best form of motivation. Also, whilst 7.9% of respondents considered participation in decision making as the best motivation factor, another 7.9% were of the opinion that they were motivated by recognition and respect they received from the people. Surprisingly, only 5.6% and 6.0% chose pupils' academic performance and teachers' competence respectively as best factors of motivation.

This revelation clearly indicated that academic performance of pupils was not the priority of the teachers interviewed. In all, 2.8% of the respondents mentioned extension of sponsorship package to teachers' children from basic to tertiary level and interest free loans to teachers who served for a certain number of years.

4.3.2 Salary Satisfaction

Table 4. 7: Salary Satisfaction among Respondents

Sex		Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied	Total
					Are you satisfied with your present salary		
	Male	4	11	11	47	69	142
		2.8%	7.7%	7.7%	33.1%	48.6%	100.0%
	Female	1	9	7	25	32	74
		1.4%	12.2%	9.5%	33.8%	43.2%	100.0%
Total		5	20	18	72	101	216
		2.3%	9.3%	8.3%	33.3%	46.8%	100.0%

Table 4.7 shows respondents' answers to questions about their satisfaction with present salary. Among male respondents, 81.7% were dissatisfied with their present salaries whilst 10.5% of them were satisfied with their current salaries.

On the part of female respondents, the data revealed that 77% of them were dissatisfied with their present salaries, whereas 13.6% were satisfied with their salaries.In both cases only 8.3% were neutral which meant they were neither satisfied nor dissatisfied with their salaries. Looking at the data, it was clear that majority of the respondents were dissatisfied with their present salaries.

4.3.3 Allowances and Benefits

Table 4. 8: Receipt of Allowances and Benefits

| Respondents | Receipt of other allowances and benefits? | | Total |
	Yes	No	
Teacher	**20**	**171**	**191**
	10.5%	**89.5%**	**100.0%**
Head Teacher	**25**	**0**	**25**
	100.0%	**.0%**	**100.0%**
Total	**45**	**171**	**216**
	20.8%	**79.2%**	**100.0%**

Table 4.8 depicts the respondents' answers to questions about receipt of allowances or any monetary benefits apart from their normal salaries. The information gathered from the field revealed that 89.5% of the respondents said they did not receive any allowance in addition to their salaries whilst 10.5% of the respondents said they received allowances. In fact, all the 25 headteachers interviewed confirmed that theyreceived of allowances. The researcher found out in the course of data collection that teachers across the board enjoyed professional allowance and teacher retention premium, although, the latter was a recent development. It was however surprising to note that an overwhelming majority did not know about the existence of these allowances.

4.3.4 Other Allowances

Table 4. 9: Other Allowances Received by Respondents.

| | Other allowances respondents receive | | | | | |
Respondents	Professional	Retention Premium	Responsibility	Transportation	Other	Total
Teacher	16	1	0	1	2	20
	80.0%	5.0%	.0%	5.0%	10.0%	100.0%
Head Teacher	4	4	17	0	0	25
	16.0%	16.0%	68.0%	.0%	.0%	100.0%
Total	20	5	17	1	2	45
	44.4%	11.1%	37.8%	2.2%	4.4%	100.0%

The question as to the kinds of allowances and benefits they have been receiving, table 4.9indicates that 85% of the respondents said theyreceive professional allowance and retention premium, whilst 15% mentioned transportation allowances. Generally, the head teachers agreed that they received allowances of different kinds. Thirty two percent mentioned professional allowance and retention premium, and 68.0% indicated responsibility allowance as what they receive (Table 4.9).

4.3.5 Receipt of non-monetary benefits

In response to a question as to whether teachers received any form of non-monetary benefits, the results revealed that 98.4% did not receive any form of non-monetary benefits whilst 1.6% said that they received non-monetary benefits. In reaction to the same question, head teachers gave different answers. Whilst 40.0% of the head teachers answered in the affirmative, the remaining 60.0% answered in the negative. As to what kind of non-monetary benefits respondents received some teachers indicated accommodation facility whereas others stated that they were supplied with pens and other

materials to aid marking of examination papers. Also, some head teachers stated that they gained knowledge,experienceand exposure from workshops, and also respect from colleagues and society(Appendix C).

4.3.6 Salary Satisfaction as Compared to Other Workers

Table 4. 10: Salary Satisfaction as Compared to other Workers

| Respondents | Salary satisfaction as compared to other workers | | | | |
	Satisfied	Neutral	Dissatisfied	Very dissatisfied	Total
Teacher	11	18	64	98	191
	5.8%	9.4%	33.5%	51.3%	100.0%
Head Teacher	4	3	6	12	25
	16.0%	12.0%	24.0%	48.0%	100.0%
Total	15	21	70	110	216
	6.9%	9.7%	32.4%	50.9%	100.0%

With regards to salary satisfaction table 4.10depicted responses from teachers and head teachers which revealed that majority of the respondents (83.3%) were dissatisfied with the salary whilst (9.7%) respondents said they were indifferent. However, only 6.9% of the respondents said they were satisfied with their monthly salaries. This revealed that majority of the teachers were not satisfied with their salary. Thus, the teachers relied on other jobs to supplement their earnings which would consequently affect the quality of output of teachers.

4.3.7 Level of Satisfaction with School Environment

Table 4. 11: Respondents Level of Satisfaction with School Environment

Sex		Are you satisfied with your school environment?					
		Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied	Total
	Male	1	25	12	69	35	142
		.7%	17.6%	8.5%	48.6%	24.6%	100.0%
	Female	0	7	5	37	25	74
		.0%	9.5%	6.8%	50.0%	33.8%	100.0%
Total		1	32	17	106	60	216
		.5%	14.8%	7.9%	49.1%	27.8%	100.0%

The work environment is also an important determining factor in teacher motivation. Environment plays a key role in job motivation, and performance. Table 4.11depicted the responses of teachers about the level of satisfaction with school environment. The responses gathered from male and female teachers did not differ very much. Whilst 83.8% of the females said they were not satisfied with the schools environment, 73.2% males shared the same view with their female colleagues. However, 18.3% of male teachers and 9.5% female teachers said they were satisfied with their schools' environment.

4.3.8 Opportunities for Professional Upgrading
Table 4. 12: Opportunities for Upgrading Professional Qualification

Respondents	Opportunities for professional upgrading in your school	Total

	Very poor	Poor	Enough	Good	Excellent	
Teacher	41	48	50	52	0	191
	21.5%	25.1%	26.2%	27.2%	.0%	100.0%
Head Teacher	4	5	4	6	6	25
	16.0%	20.0%	16.0%	24.0%	24.0%	100.0%
Total	45	53	54	58	6	216
	20.8%	24.5%	25.0%	26.9%	2.8%	100.0%

Table 4.12 presents information on the opportunity for career advancement of teachers. 29.7% of both head teachers and teachers said opportunity for upgrading themselves was good, whilst majority (45.3%) of the teachers indicated that there was no opportunity for professional upgrading and 25% of the respondents said opportunity for professional upgrading was enough.

4.3.9 Relationship between Teachers and Parents

The analysis regarding the inter personal relationship between teachers and parents in the metropolis generally indicated a positive relationship. 62.2% of teachers in peri-urban schools agreed to have been working well with parents whilst 23.4% of the teachers disagreed. Again, majority of urban teachers, representing 50.8% agreed with the positive working relationship with parents, whereas, 35.7% disagreed. The results from this analysis showed generally positive working relationship between parents and teachers in the various schools (Appendix D).

4.3.10 Level of Job Motivation
Table 4. 13: Level of Job Motivation over the Last Three Years

Sex	Level of job motivation over the last three years			Total

	Decline significantly	Declined	Remained the same	Increased	Increased significantly	
Male	24	23	56	38	1	142
	16.9%	16.2%	39.4%	26.8%	.7%	100.0%
Female	13	15	28	16	2	74
	17.6%	20.3%	37.8%	21.6%	2.7%	100.0%
Total	37	38	84	54	3	216
	17.1%	17.6%	38.9%	25.0%	1.4%	100.0%

Table 4.13 indicated the views of respondents on the level of job motivation over the last three years. It was revealed that majority (38.9%)of respondents' motivational level remained unchanged from that of the previous years. This implied that their motivational level was neither decreasing nor increasing for the period of three years. 34.7% said there had been a decline in the level job motivation and 26.4% of respondents said their motivation level had been generally increased.

4.4 Quality Education Delivery

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

4.4.1 Teachers Knowledge and Skills

Table 4. 14: Teachers in this school have the knowledge and skill for their job

| Respondents | Teachers in this school have the knowledge and skill for their job | | | | | |
	Strongly disagree	Disagree	Not sure	Agree	Strongly agree	Total
Teacher	3	2	9	79	98	191
	1.6%	1.0%	4.7%	41.4%	51.3%	100.0%
Head Teacher	0	0	0	14	11	25
	.0%	.0%	.0%	56.0%	44.0%	100.0%
Total	3	2	9	93	109	216
	1.4%	.9%	4.2%	43.1%	50.5%	100.0%

Table 4.14 shows results from the data of teachers' knowledge and skills required for the job. An overwhelming majority (92.7%) of respondents agreed that teachers had knowledge and skills to do their work. A few of therespondents (2.6%) stated that the teachers had no knowledge and skills to do their job. Responding to the same question, all the head teachers (100%) agreed that teachers in their various schools had the knowledge and skills to do their jobs. The data presented above depicted the kind of quality human resource in terms of knowledge and skills present in the metropolis.

4.4.2 Teacher Absenteeism

Table 4. 15: Teacher Absenteeism in This School

| Respondents | Teachers absenteeism is not a problem in this school | | | | | |
	Strongly disagree	Disagree	Not sure	Agree	Strongly agree	Total
Teacher	30	39	20	66	36	191
	15.7%	20.4%	10.5%	34.6%	18.8%	100.0%
Head Teacher	4	7	0	10	4	25
	16.0%	28.0%	.0%	40.0%	16.0%	100.0%
Total	34	46	20	76	40	216
	15.7%	21.3%	9.3%	35.2%	18.5%	100.0%

.

Concerning the problem of teacher absenteeism in schools, 53.4% of teachers indicated that absenteeism was not a problem in their various schools whilst 36.1% disagreed with the answers given by their colleagues. On the same issue, 56% of head teachers in these schools also agreed that absenteeism was not a problem whilst 44% disagreed and said there were problems of teacher absenteeism in their schools (Table 4.15).

4.4.3 Inspectors (Circuit Supervisors) Visit to School

Table 4. 16: School Inspectors (Circuit Supervisors) Regularly Visit the School

Location of School	School inspectors regularly visit the school					
	Strongly disagree	Disagree	Not sure	Agree	Strongly agree	Total
Peri-urban	6	6	7	50	21	90
	6.7%	6.7%	7.8%	55.6%	23.3%	100.0%
Urban	7	19	10	66	24	126
	5.6%	15.1%	7.9%	52.4%	19.0%	100.0%
Total	13	25	17	116	45	216
	6.0%	11.6%	7.9%	53.7%	20.8%	100.0%

Table 4.16depicts regularity of inspectors' visits to urban and peri-urban basic schools in the metropolis. It was discovered that 78.9% of the respondents from peri-urban schools agreed that school inspectors paid them regular visits whilst 13.4% disagreed that school inspectors visited them regularly. The urban teachers(71.4%) agreed that inspectors regularly visited their schools but 20.7% disagreed with their colleagues and a very few respondents (7.9%) from urban and peri-urban areas were not sure about the regular visits supervisors.Thus, the analysis clearly explained that the schools did not have problems with inspectors' visit.

4.4.4 Indicators to Measure Quality Education Delivery

Table 4. 17: Shows   Some Indicators to Measure Quality Education Delivery

Indicator	Objective	Formula
Pupil-Teacher Ratio	To measure the quality education	
Class size	To measure the quality education	
Percentage of qualified Teachers	To measure the quality education	
Percentage of passed students at BECE	To measure the quality education	

Source: Field Data February, 2011 and Dare (2005).

Pupil Teacher Ratio (PTR)

It was indicated in table 4.17 that pupil-teacher ratio of 1:31 was not very high in the schools selected for the study. The study revealed that PTR in general was above the national average but within the national maximum level (1:46) as stated in the policy guidelines of the GES (Draft Policy Guidelines on the Delivery of Basic Education, 2008). The status of the PTRs showed that there were fairly adequate teachers in the metropolis.

Class Size

The class size is the total number of students over the total number of classes in a school. In this regard, the data revealed that 8852 students had access to only 151 which meant that one classroom had 57 students. This ratio of 1:57 was above the GES

approved classroom condition for effective teaching and learning. The researcher in the course of data collection observed that there were some schools with over one hundred students in one classroom(Appendix G).

Qualification of Teachers

It was revealed (Tablet 4.17) that out of the total number of 290teachers in the studied schools, 262 representing 90.3% were qualified or professional teachers. This revelation proved the validity of the earlier finding of the professional and non-professional status of respondents. It therefore meant that the metropolis had no problem with shortage of professional teachers. The metropolis had more trained teachers than untrained teachers.

Pupil Core Text Book Ratio (CTBR)

Majority of the head teachers (48%) indicated that the pupil core-text book ratio was 4:1 which meant that every three students were entitled to one of the four of the core textbooks (English, Mathematics, Integrated science and Social Studies text books). A few respondents(24%) explained that the ratio was 3:1. Thus, unavailability of the textbooks. No one indicated the GES approved 1:4 or 1:3 ratio in his or her school(AppendixE). The GES textbook policy states that each pupil in basic education should have access on an individual basis to a textbook in each of the following core subjects: English, Mathematics and Science (The Education Sector Report, 2004).When pupils were asked whether they had sufficient textbooks, they confirmed that they shared textbooks with their colleagues, a condition which did not promote effective teaching and learning.

BECE Results

Out of 838 students presented for BECE in 2010 from the selected schools for the study, only 254 students passed with aggregate 6 to 30. This number (254) represented only 30.3% of the candidate who wrote the BECE. These results confirmed the position of Tamale metropolis on BECE District Raking for 2010 where Tamale metropolis was in 103rd position out of 147 districts in terms of academic performance (Table 4.17). 60% of the headteachers interviewed confirmed that academic performance was not satisfactory in their schools (Appendix F).

Pupil-Desk Ratio (PDR)

Issues with regards to furniture did not show any favourable results. The study revealed that all the schools selected for thestudy had the 'dual-desk' furniture. 80% of the schools had pupil-desk-ratio of 3:1 which meant that a desk was occupied by three students. Some schoolshad serious problems with shortage of furniture to the extent that some pupils in class three were laying on their bellies to write(AppendixG).

Library/Laboratory Facility

Another issue the study found that could be the source of poor academic performance in the schools was unavailability of library and laboratory facilities in the schools within the metropolis. The study revealed that out the twenty basic schools visited, 17 schools had no library facility. Two schools had library well equipped with books and one school had library books stored in the headteacher's office because of lack of space to serve as libraries. None of the selected schools had laboratory facility.

4.5 Factors Accounting For Lack of Quality Delivery of Education

Table 4. 18: Which major factor causes low quality delivery of education in your school?

Factor accounting for low quality delivery of education in your school	Location of School					
	Peri-urban		Urban		Total	
	Count	%	Count	%	Count	%
Lack of qualified teachers	5	5.6%	7	5.6%	12	5.6%
Lack of TLMs	18	20.0%	29	23.0%	47	21.8%
Lack of effective supervision of teachers	6	6.7%	10	7.9%	16	7.4%
Lack of good interpersonal relationship among stakeholders	9	10.0%	11	8.7%	20	9.3%
Lack of effective evaluation of students	11	12.2%	18	14.3%	29	13.4%
Lack of teachers knowledge and skills of subjects	7	7.8%	7	5.6%	14	6.5%
Lack of teachers' commitment to the work	15	16.7%	22	17.5%	37	17.1%
Lack of adequate educational facilities	15	16.7%	20	15.9%	35	16.2%
Others	4	4.4%	2	1.6%	6	2.8%
Total	90	100.0%	126	100.0%	216	100.0%

When respondents were asked to indicate their views on the causes low quality delivery of education in their schools, majority (21.8%) of respondents from both urban and peri-urban schools indicated lack of teaching and learning materials (TLMs) such as

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textbooks, teachers' guide and syllabuses, mathematical instruments, laboratory equipments et cetera. 17.1% were those who cited lack of teachers' commitment to work, and 16.2% of the respondents complained of lack of educational facilities such as school blocks and classrooms as major factors responsible for low quality delivery of education in the metropolis. Furthermore, 13.4% blamed the problem on lack of effective evaluation of pupils, 9.3% attributed it to lack of good inter-personal relationship among stakeholders in educational delivery, 7.4% said it was lack of effective supervision of teachers, 6.5% said lack of teachers' knowledge and skills of the subjects they taught and 2.8% gave other reasons such as lack of parental care, 'misapplication ICT such internet, computer games, mobile phone and laziness on the part of pupils to study. Only 5.6% of the respondents blamed the low quality on lack of qualified teachers. The data presented in the table depicted that majority of the respondents attributed low quality delivery of education in their schools to lack of TLMs,other factors such as lack of teachers' commitment to work, lack of effective evaluation of students, lack of adequate educational facilities among others were also factors contributing to low quality education delivery (Table 4.18).
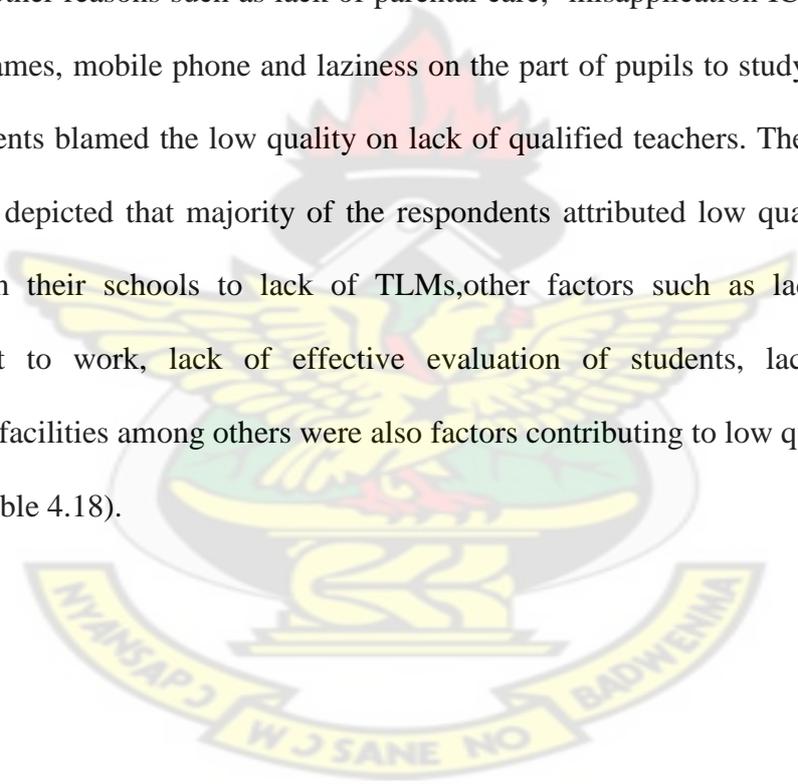
4.6 Measures to Improve Quality Education Delivery

Table 4. 19: Measures to improve quality education delivery

What in your opinion can improve quality education delivery?	Frequency	Percent	Cumulative Percent
Availability of TLMs	45	20.8	20.8
Effective supervision	16	7.4	28.2
Good inter personal relationship among stakeholders	28	13.0	41.2
Effective evaluation of students	9	4.2	45.4
Upgrading of teachers' knowledge and skills	14	6.5	51.9
All the above	80	37.0	88.9
Others	24	11.1	100.0
Total	216	100.0	

In response to a question as to how to improve quality education in the metropolis, 37.0% of respondents specified availability of TLMs, effective supervision, effective evaluation of students, upgrading of teachers knowledge and skills and good relationship among stakeholders in education. However, 20.8% of respondents singled out the provision or availability of TLMs, 7.4% indicated effective supervision of by circuit supervisors and GES officers to supplement the work of head teachers. Another group of respondents constituting 13.0% said that quality of education could be improved if there was a good inter-personal relationship among stakeholders in education. 4.2% stressed on effective evaluation of students by teachers. 6.5% of respondents explained that quality education could be achieved if teachers were encouraged and given the chance to upgrade their skills and knowledge to be abreast with current educational development. An appreciable number of respondents (11.1%) thought that quality education delivery would

improve if teachers were given ''already prepared lesson notes for all teacher to teach'', ''empowering the head teachers to sanction recalcitrant or truant teachers by putting embargo on their salaries, releasing of textbooks and other TLMs on time by GES'', ''organising compulsory extra classes for students'', and sanctioning of headteachers of underperformed schools (Table 4.19).

4.6 Test of Hypotheses:

Hypothesis I

The main assumption in this study is that motivating teachers in schools can influence their behaviour which may either improve performance or decrease performance.

To test the hypothesis that there is a significant relationship between teacher motivation and quality educational delivery, the following procedures were followed:

1. **State the Null (H_0) and Alternative (H_1) Hypotheses.**

Null Hypothesis (H_0): There is no significant relationship between teacher motivation and quality educational delivery.

Alternative Hypothesis (H_1): There is a significant relationship between teacher motivation and quality educational delivery.

Table 4. 20: Cross tabulation on teacher motivation and quality education delivery

Quality education Delivery	Teacher Motivation		Total
	Teacher	Head teacher	
Disagree	13	6	19
Not Sure	9	5	14
Agree	169	14	183
Total	191	25	216

2. Selection of Sampling Distribution

Chi-Square (χ^2) distribution was appropriate since the measurement level of the variables was ordinal. However, chi-square distribution is defined by a degree of freedom (df).

Degree of freedom is calculated using this (below) formula:

df = (Number of Rows-1) (Number of Columns-1)

df = (2-1) (3-1)

df = 2

Determination of the critical value: the critical value was determined using the degree of freedom 2. Given the alpha level of 5% ($\alpha=0.05$), readings from the chi-square table indicated 5.991as the critical value (chi-square critical).

Therefore, χ^2 Critical = 5.991

3. **Computation of Test Statistics (chi-square) From Sample Data**

Table 4. 21: Computation of Test Statistics (chi-square) From Sample Data

KNUST
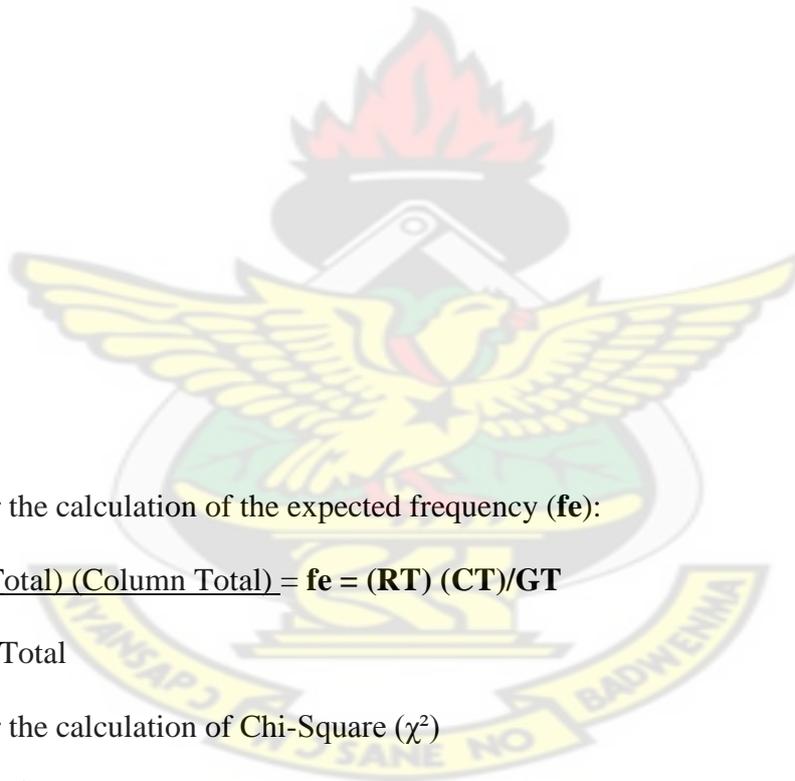
Formula for the calculation of the expected frequency (**fe**):

fe = (Row Total) (Column Total) = **fe = (RT) (CT)/GT**

　　Gran Total

Formula for the calculation of Chi-Square (χ^2)

$\chi^2 = \sum \dfrac{(fo-fe)^2}{fe}$

Therefore, calculated χ^2 Value or χ^2 Obtained is 19.998

Decision rule: Reject

Decision making: Since the computed chi-square obtained (19.998) is greater than the chi-square critical value (5.991) at a significant level of 5%, we reject the nullhypothesis and concluded that there was a significant relationship between teacher motivation and quality education delivery in the schools within the Tamale metropolis. This finding corroborated the findings of studies by Ubom (2002), Akinwunmi (2000 cited in Adelabu, 2005) studies in Nigeria that motivation of teachers would significantly enhance teacher commitment and performance.It also supported the view expressed by the International Labour Organisation (ILO 1996) that teacher motivation should be enhanced for better educational results and VSO, (2002) findings in Zambia, Malawi and Papua New Guinea that there is a strong relationship between teacher motivation and performance and quality education.

Hypothesis II

The second assumption was that teachers in the peri- urban schools are better motivated than their urban counterparts and this influence performance of teachers at their various locations.

To test the hypothesis that teachers in the peri-urban schools are better motivated than their urban counterparts, the following procedures were followed:

1. **State the Null (H_0) and Alternative (H_1) Hypotheses.**

Null Hypothesis (H_0): Teachers in the peri-urban schools are not better motivated than their urban counterparts.

Alternative Hypothesis (H_1): Teachers in the peri-urban schools are better motivated than their urban counterparts.

Table 4.22:Cross tabulation of schools' location and teachers' teacher motivation

| Teacher Motivation | Location of school | | Total |
	Peri-urban	Urban	
Declined	29	46	75
Remained the same	37	47	84
Increased	24	33	57
Total	**90**	**126**	**216**

2. Selection of Sampling Distribution

Chi-Square (χ^2) distribution was appropriate since the measurement level of the variables

was ordinal. However, chi-square distribution is defined by a degree of freedom (df).

Degree of freedom is calculated using this formula:

df = (Number of Rows-1) (Number of Columns-1)

df = (2-1) (3-1)

df = 2

Determination of the critical value: the critical value was determined using the degree of

freedom 2. Given the alpha level of 5% (α=0.05), readings from the chi-square table indicated

5.991as the critical value (chi-square critical).

Therefore, χ^2 Critical = 5.991

4. Computation of Test Statistics (chi-square) From Sample Data

Table 4.23: Shows Computation of Chi-Square Value

KNUST
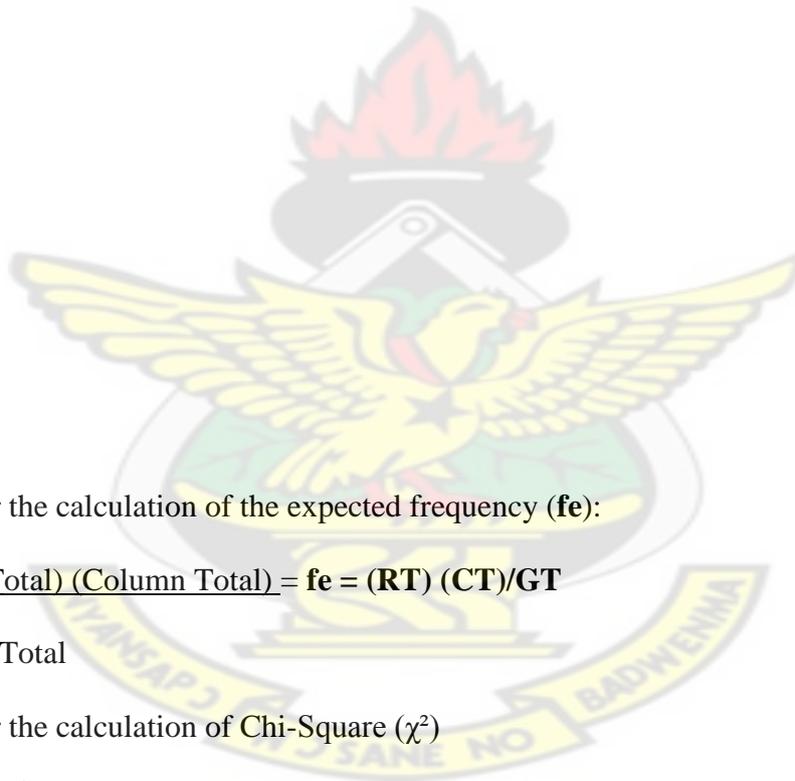
Formula for the calculation of the expected frequency (**fe**):

fe = (Row Total) (Column Total) = **fe = (RT) (CT)/GT**

      Gran Total

Formula for the calculation of Chi-Square (χ^2)

$$\chi^2 = \sum \frac{(fo\text{-}fe)^2}{fe}$$

Therefore, calculated χ^2 Value or χ^2 Obtained is 0.479

Decision rule: Accept or fail to reject

Decision making: Since the computed chi-square obtained (0.479) is less than the chi-square critical value (5.991) at 95% level of confidence, we failed reject the nullhypothesis and concluded that, teachers in the peri-urban schools were not better motivated than their urban counterparts within the Tamale metropolis. The finding revealed that government policy on providing incentive to teachers in rural areas to motivate more people to accept posting to these rural areas needs to be fully implemented in order to meet the constitutional requirement for providing basic education for all children of Ghana.

CHAPTER FIVE

DISCUSSION OF MAJOR FINDINGS

5.1 Introduction

This chapter focuses onthe discussion of the major findings of the study.The chapter presents brief discussions on the socio-demographic characteristics of the respondents which included their sex, age, marital status, highest level of education, professional trained background and location ofteachers' school.

5.2 Socio-Demographic Characteristics of the Respondents

The study revealed that majority (65.7%) of respondents were male teachers while 34.2% of the respondents were female teachers. Male dominance was not an isolated case in GES as most organizations in Ghana were dominated by male workers. The male dominance phenomenon in all sphere of life might be explained in relation to the socio-cultural beliefs in Ghanaian societies. Until recently, these socio-cultural factors made it extremely difficult and challenging for many northern women to find themselves in formal sectors of employment including teaching because of their reproductive role. Indeed, the finding confirmed the work of Hofstede (2005) cited in Tansim, (2006) that "women are supposed to be more concerned with taking care of the home, of the children, and of people in general…"

Age being an essential determinant of labour force participation in most organizations, revealed that overwhelming majority (91.7%) was within the ages of 20-49 which was an active working group in Ghana. Also, it was found out that 70.4% of the respondents fell within 30 and 50 years who were responsible parents. On the basis of this, agitations for better living and working conditions were not uncommon since

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majority of respondents were married and they recommended improvement of salary and allowances.

With regard to marital status of respondents, the study found that majority of study population (63%) were married and 27.3% were single leaving insignificant proportion being divorced or widowed or separated. This revelation clearly showed that majority of the respondents were family heads or had dependants whom they took care of and therefore would need improvement in their living and working conditions to meet their social and economic needs.

In terms of school location which was designated as urban and peri-urban and a factor for stratification, the data revealed that 58.3% of teachers were found in schools within the central part of Tamale (urban) whereas 41.7 % were in schools outside the city center (peri-urban). The revelation about the difference in teacher population between urban and peri-urban was normal in most urban areas in Ghana because there are more schools with large classes in the urban centers than in the peri-urban areas. Also, some teachers did not want to accept postings to these peri-urban or rural areas because of the distance involved and lack of social amenities in these areas. This finding corroborated a national newspaper publication cited in Ankomah, *et al* (2005), that during 1998-99 academic years, 115 out of 262 newly trained teachers posted to one of the deprived rural areas in the northern part of Ghana did not report for work.

Educational background of respondents was very essential as the study sought to find among other things causes of low quality education delivery in the metropolis. The study revealed that 90.8% of the respondents were professionally trained teachers and 48.1% out of this, had university education. This has been so because of the introduction of distance education programme in Ghana for workers to upgrade themselves whilst at post.

Only 9.3% of respondents were not professional teachers and this further implied that the metropolis in terms of quality human resource (teachers) did not have much problem.

5.3 Decision to Become a Teacher

The findings to the question as to why respondents decided to go into teaching profession showed that most of them had interest in teaching. Among the professional and non-professional teachers, 58.3% said they were interested in teaching and 6.9% stated pay as their reason (Table 4.5).In fact, this finding confirmed Dörnyei's (2001) assertion about motivational aspects in terms of teacher motivation which established a high correlation between intrinsic motivation and teaching. According to him, internal desire to educate people, to give knowledge and value is always in teaching as a vocational goal. Fulfillment of teaching is provided with intrinsic rewards. When the issues of interest in teaching and pay were compared, it clearly indicated that most respondents were in teaching because of their interest and small number of them was in teaching profession for other reasons including pay.

However, majority of respondents (80.1%) were dissatisfied with the salary.This meant that apart from the interest, they still needed improvement in their salaries to be motivated (Table 4.7). This finding buttressed the study that was revealed that students in Taiwan who decided to choose teaching as a profession were motivated both by their own interest in teaching and the advantageous conditions of teaching (Wang, 2004).

5.4 Incentives That Can Motivate Teachers to Be Committed To Their Work.

The study also established that the best incentive to motivate teacher to be committed to their work was improvement in salary and allowances. Generally, majority (24.5%)of the respondents indicated thatthis could motivate them more to work hard. This findings

corroborated Bennel (2004) and (EFA Report of 2005). In relation to environment, some of the respondents were of the view that conducive environment and regular promotions were best motivating factors. Other respondents considered awards schemes, participation in decision making, respect and recognition of teachers, pupils' academic performance and teachers' competence as best motivating factors. A few respondents mentioned other factors such as extension of sponsorship package to teachers' children from basic to tertiary level, interest free loans to teachers who served for a certain number of years and so on (Table 4.6).

5.5 Level of Teacher's Job Motivation.

The study revealed that majority (38.9%) of respondents indicated that their motivation level remained unchanged while 34.7% said there had been a decline and 26.4% respondents said their motivation level had generally increased. This revelation was not different from several previous researches about lack of teacher motivation in developing countries such as Ghana. In this direction, Bennel (2004), Bennell, and Akyeampong (2007), Asamoa- Gyimah (2002), George and Mensah, (2010), Bame, (1991), VSO ((2002), (World Bank, 1990), (EFA Report, 2005), Ofoebgu (2004), Dörnyei, (2001) had all found in their various studies that motivation level among teachers was low.

In spite of the introduction of teachers' professional allowance and retention premium, the study found that most teachers did not know about the existence of these allowances. Most of the teachers (89.5%) interviewed indicated that they were not receiving any other allowances or any monetary benefits apart from their salaries (Table 4.8).Only 10.5% said they received allowances besides their normal salaries and mentioned professional and retention allowances as what they received. In fact, all the head teachers who were

interviewed confirmed that they received allowances. Perhaps, the anger of teachers about salary disparities following the implementation of single spine salary structure by the government in February, 2011 might have affected or influenced their responses in this direction. Whatever the case might be, the study revealed a considerable amount of ignorance about these legitimate allowances for teachers. It was also revealed that 98.4% respondents did not receive any form of non-monetary benefits such as accommodation and transport. This information gathered from respondents indicated that majority of teachers found themselves accommodation, means of transport and so on. This revelation confirmed Voluntary Service Overseas (VSO 2002) "policy research" on teacher motivation in developing countries findings which posited that one of the problems faced by teachers is housing shortages.

Comparison of respondents' salary to other workers showed that majority of teachers was dissatisfied. The study revealed that 83.3% were dissatisfied with the salary.Only6.9% said that they were satisfied with what they took home as salary at the end of the month (Table 4.10). These findings clearly showed that majority of the teachers were not satisfied with the salary and this revelation could be responsible for lack of teachers' commitment to their work and teacher attrition which also affected quality ofteachers output. The findings confirmed Tansim (2006), Zembylas and Papanastasious (2004),Bennel (2004), George and Mensah (2010) studies which revealed that teachers in developing countries including Ghana often receive earnings that were not sufficient at providing them with a reasonable standard of living.

Another key finding was that majority of the respondents were not satisfied with the schools' environment(Table 4.11). In fact, places of convenience in most of the schools were not in good state and some schools did not have any at all (Appendix G). It was also

observed that, some teachers were sitting on schools' verandas and under trees for lack of comfortable staff common room. For this reason, some teachers abandoned their staff common rooms. These findings confirmed Sanusi (1998), Adelabu (2003) and Kazeem (1999) findings in Nigerian schools and therefore greater attention should be given to improving work-related conditions of teachers to improve the quality of education.

Although, opportunity for career advancement or upgrading of teachers as revealed by majority of respondents (54.7%) was not a major problem, however, the various opinions expressed by the respondents indicated that there were still some difficulties in matters relating to further studies. All these responses in relation to respondents' satisfaction about their work in general confirmed the fact that 73.6% of respondents did not see any significant change in the level of motivation (Table 4.13).

5.6 Factors Accounting For Lack of Quality Delivery of Education.

The study found out that the major factor that was responsible for low quality delivery of education, in the metropolis was lack of TLMs.The other factors were lack of teachers' commitment to work, lack of educational facilities such as school blocks and classrooms (Table 4.18). Furthermore, 13.4% blamed the problem on lack of effective evaluation of pupils with an insignificant proportion giving reasons such as lack of good relationship among stakeholders in educational delivery, lack of effective supervision of teachers and lack of teachers' knowledge and skills of the subjects they teach. This finding confirmed the fact that the metropolis had enough qualified teachers but lack of TLMs could de-motivate them not to be committed to their work.

Furthermore, the study indicated that 92.7% of teachers had knowledge and skills to do their work and all head teachers also agreed with their colleagues. The finding showed the

presence of quality human resource in terms of knowledge and skills in the metropolis and this confirmed the educational background of respondents indicated earlier (Table 4.4).

On the issue of teacher absenteeism, it was found that 56% of head teachers agreed that absenteeism was not a problem in their various schools whilst 44% head teachers disagreed (Table 4.15). Considering the closeness of different opinions expressed by these groups of respondents, it meant that the problem of teacher absenteeism could not be ruled out completely in the metropolis.

The findings of study also showed that circuit supervisors were paying regular visits to schools at both urban and peri-urban basic schools in the metropolis. Majority of respondents (78.9%) from per-urban schools and 71.4% urban teachers agreed that supervisors were regularly visiting their schools. Taking this revelation into consideration, it was clear that circuit supervisors' visit was not the problemas indicated in (Table 4.16), but the real problem could be lack of effective supervision of teachers' work.

It was also revealed from the study that pupil-teacher ratio in the selected schools for the study was 1:31 and this revelation was within national maximum level (1:46) as stated in the policy guidelines of the GES (Draft Policy Guidelines on the Delivery of Basic Education, 2008). The status of the PTRs showed that there were fairly adequate teachers in the metropolis (Table 4.17).

With regards to class size which explained the classroom pupil ratio, the study revealed that the total (8852) number of students in the studied schools had access to only 151 classes which meant one classroom had 57 students that was a ratio of 1:57 (Table 4.17).

This ratio was above the national recommended target of 1:35 and 1:25 for primary and JHS respectively. This condition obviously was not good for effective teaching and learning. The researcher also observed that some schools had over one hundred students sitting in one classroom making movement difficult for both teachers and students. This finding collaborated Abosti (2005) as cited in Mensah (2007). It was quite clear that most of the respondents involved in this study had at least 57 pupils in their classes and this increased teacher's workload, which affected teacher's motivation. Thisfinding also confirmed a study conducted by Asamoa- Gyimah (2002) which revealed that 92.2% of the teachers had more than 60 pupils to teach in Ghana. Also, the findings supported a study by Bennell (2004) which found that, larger classes and workloads acted as de-motivators in African countries.

On Pupil-Core-Textbook-Ratio (PCTBR) the study revealed that majority (48%) of the headteachers indicated that the ratio was 4:1 which meant that every four students were entitled to one of the four core textbooks namely English, Mathematics, Integrated science and Social Studies textbooks. Also, other headteachers indicated that the ratio was 3:1 and in some cases, a group of five students or more were entitled to one core text book which undoubtedly could affect teaching and learning. No one indicated GES approvedPCTBRratio of 1:4 or 1:3 in his or her school. The GES textbook policy states that each pupil in basic education should have access on an individual basis to a textbook in each of the following core subjects: English, Mathematics and Science (The Education Sector Report, 2004).The EFA Global Monitoring Report (2005) showed that levels of cognitive achievement were significantly improved by provision of textbooks and pedagogic materials".

For BECE results, it was not surprising to find out that majority of the head teachers interviewed in the selected schools, indicated that they were dissatisfied with the pupils' academic performance at BECE. Generally, the candidates' performance in terms of percentage showed under performance in the metropolis which was in consistence with the national district grade ranking which put the metropolis in 103rd position out of the 147 districts in Ghana in this year (2010).

Issues with regards to furniture did not show any favourable results. 80% of the schools had 'dual-desk' with pupil-desk-ratio of 3:1 which meant, a desk which was meant for two students was occupied by three students. Only few schools had exceeded the ratio of 3:1. This finding revealed the serious problems the schools were facing with furniture to the extent that in one of the urban schools some pupil in class three were found laying on their bellies to write which equally would not promote effective teaching and learning (Appendix G).

Another issue the study found that could be the source of poor academic performance in the schools was unavailability of library and laboratory facilities in the schools within the metropolis. About 90% of the schools visited had no library facility and none of the selected schools had laboratory facility.

5.7 Measures to improve quality education delivery.

To improve quality education delivery in the metropolis, majority (88.9%) of the respondents recommended measures such as effective supervision of teachers by circuit supervisors and GES officers to supplement the work of headteachers, effective evaluation of students by teachers, granting of study leave with pay to deserving teachers to upgrade their skills and knowledge,provision of TLMs on time and promotion of good working relation among teachers. Others measures included, construction of more

classrooms to reduce the class size to a manageable level sand provision of enough furniture for students.

5.8 Relationship between Teacher Motivation and Delivery of Quality Education

To find out about the relationship between teacher motivation and delivery of quality education, a chi-square test of the hypothesis was conducted at 95% level of confidence and it was revealed that computed chi-square obtained(19.998) was greater than the chi-square critical value (5.991) (Table 4.21).Therefore, we reject the nullhypothesis and concluded that there was a significant relationship between teacher motivation and quality education delivery in the schools within the Tamale metropolis. This finding corroborated the findings of studies by Ubom (2002), Akinwunmi (2000) studies in Nigeria that motivation of teachers would significantly enhance teacher commitment and performance.It also supported the view expressed by the International Labour Organisation (ILO 1996) that teacher motivation should be enhanced for better educational results.

Again, the second hypothesis test to find out whether teachers in the peri-urban schools were better motivated than their urban counterparts. The chi-square test of the hypothesis at 95% level of confidence showed that the computed chi-square obtained (0.479) was less than the chi-square critical value (5.991) at 95% level of confidence, we therefore failed reject the nullhypothesis and concluded that, teachers in the peri-urban schools are not better motivated than their urban counterparts within the Tamale metropolis (Table 23). The finding revealed that government of Ghana policy of providing incentive package for teachers in rural and deprived areas to motivate more people to accept posting to these rural areas as stated in The Development Of Education

National Report Of Ghana(June, 2004) by The Basic Education Division GES is not effective.

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CHAPTER SIX

SUMMARY, RECOMMENDATIONS AND CONCLUSION

6.1 Introduction

This chapter is the final one which consist of the summary of the study, the recommendations made based on the findings of the study and the conclusion drawn from the study. The aim of this chapter is to enable people know the objectives and the various methods employed by the researcher to achieve those objectives. Also, the chapter includes relevant recommendations made from the problems identified as factors impeding teacher motivation and quality education delivery and finally, the chapter is devoted to drawing a fair conclusion from the research findings.

6.2 Summary of the Study

This study sought to examine the relationship between teacher motivation and quality education delivery in the Tamale Metropolis. For this reason, it covered the following issues among others; reasons why people decide to go into teaching profession, the best incentives that can motivate teachers to be committed to their work, the level of motivation among teachers, factors responsible for lack of quality education delivery and the measures to improve teacher motivation and quality education in the Tamale metropolis of Ghana.

All the teachers in the public basic schools located in the Tamale Metropolitan Area were targeted for the study but 216 teacherswere sampled from 20 selected basic schools to participate in the study.

Both primary and secondary data collection methods were used to elicit information for the study. A survey questionnaire was used as the main tool for data collection. Also,

simple observation was used to observe the general school environment. Textbooks, journals, articles, previous research reports, periodical, internet sources and other relevant books on education policies in Ghana were consultedfor information in relation to the problem being investigated. Another source of data was documented materials in the selected schools.

The data was analysed quantitatively using both descriptive and inferential statistics. Both hypotheses stated in the study were tested. The chi-square test of hypothesis at 95% level of confidence provided enough evidence to reject the null hypothesis and concluded that, there was a significant relationship between teacher motivation and quality education delivery. The second hypothesis sought to compare the motivation level between urban and peri-urban teachers.The chi-square test at 5% level of significance failed to reject the null hypothesis and therefore concluded that teachers in the peri-urban schools were not better motivated than their -urban counterparts..

Also, the study revealed majority of teachers (58.7%) of professional teachers and 58.3% non-professionals were in the service because of the interest they had in teaching. However, 80.1% of the teachers in general were not satisfied with their current salaries especially when compared to their colleagues in other profession and 73.3% teachers indicated that their motivation level in the past three years had not been increased which might be the recipe for the frequent strikes and demonstrations in the country in the past few years. Improvement on salaries and allowances was found to be the best incentive to motivate teachers to be committed to their job.

Furthermore, the study revealed the following factors among others as those responsible for low quality education delivery in the metropolis: inadequate core textbooks and furniture, lack of library and laboratory facilities, and inadequate classrooms. However,

quality indicators such as teacher absenteeism, PTA and community relations, teachers' knowledge of the subject, teachers' qualification were not found to be serious problems in the metropolis.

On the whole, in order to improve teacher motivation and quality education delivery, teachers recommended the following measures; the need to improve their living and working conditions, the need to be recognized and respected in the society, opportunity for career advancement be made simple and there must be effective supervision of teachers inthe schools. Others recommendations included provision of TLMs, allowances and scholarship for teachers' children and so forth to motivate teachers to perform their best.

6.3 Recommendations

Based on the findings of this study the following recommendations were made to improve teacher motivation and quality education delivery in the Tamale metropolis:

Improvement of teachers' salaries and allowances or paying them living wage to attract quality teachers would significantly help motivate teachers since the study found this as the best incentive or motivating factor to majority of teachers. Other existing allowances such as annual medical, responsibility and transport maintenance allowances were not enjoyed by a great number of teachers due to the difficulties involved in processing the facilities. The head teachers' responsibility allowance of ten Ghana Cedis annually or one Cedi monthly was so meager and need to be increased to an appreciable level.Barriers to promotions should be removed to encourage deserving teachers to rise in ranks. This will not only motivate teachers to aspire to reach the higher ranks in the service, but will motivate them to stay in the profession and this will definitely reduce if not completely solved the problem of teacher attrition in the country.

The schools' environment needs to be improved. The government of Ghana in collaboration with GES should create conducive environment for teaching and learning by constructing more classrooms to minimise congestion in the existing classrooms. Besides, they should construct decent staff common rooms and offices for teachers and head teachers to keep teachers stay in schools till closing. If teachers are allowed to sit under trees to mark exercises, they can easily capitalise on that to call it a day whenever rain threatens. Also, the absence of toilet and urinal facilities creates uncomfortable conditions for teachers who feel like attending to nature's call. Therefore, there is the need to construct places of convenience in the schools.

Ghana Education Service should increase opportunities for professional development through the provision of regular refresher courses, workshops and study leave with pay. Government of Ghana should soften its policy on study leave with pay. Opportunities for upgrading professional qualification although, were good, but there were still some difficulties following following the introduction of ''quota system policy''.For this reason, some teachers were compelled to take courses they did not intend to do.

Ghana Education Service should regularly organise in-service training workshops and courses to update teachers' knowledge and skills on new effective teaching and learning methods to enable them deliver quality basic education. It is strongly recommended that the courses capture education on the rights and responsibilities of teachers.The need for teachers to be abreast with current development in the GES with regards to teaching and learning, conditions of service, code of ethic of the GES, rights and responsibilities of teachers and so on, is imperative based on the fact that some teachers stated preparation of lesson notes, marking, recording and filling of exams marks, marking of students' attendant register and so on as extra duties they performed for which they were

demanding allowance. Besides, despite the introduction of professional allowance and teacher retention premium, an overwhelming majority representing (89.5%) of teachers did not know about the existence of these allowances. This revelation showed a considerable amount of ignorance about these legitimate allowances among teachers and there is therefore the need for educational programmes to educate teacher about their rights or privileges as well as their responsibilities and obligations.

As practiced in other institutions as a means to motivate employees, at least two children of teachers who are in the service for a specified period of time, should be exempt from paying fees up to the post secondary level. The government should continue the sponsorship to the tertiary level for children of teachers who have served at least twenty years in the GES. A good number of teachers interviewed proposed this idea as one effective way of getting teachers motivated.

Helping to raise the status of teachers in society is not only a government's responsibility. Parents and the communitycan play a significant role in recognising the invaluable services teachers render to the children and society at large. The community of teachers should themselves cherish their profession and be proud and confident in their chosen profession. Also, GNAT, NAGRAT and Teachers' Mutual Fund can play their part by giving favourable credit schemes at lower interest rate to teachers to save them from falling victims to banks, traders/business persons and other credit and loan institutions who always capitalize on teachers' financial conditions to extort exorbitant interest rate from those who take loan or purchase their products.

Teachersshould be involved in decision making in relation to educational matters. This will improve the relationship among stakeholders in education at both local and national levels. This is because, teachers are the ones who will be solely responsible for applying

the changes made in structure and curriculum and policies concerning teaching and learning aids and methods in the schools. Therefore relegating them to the background is affecting the quality delivery of education.

Academic performance of pupils can be a source of motivation or de-motivation to teachers. Teachers like every other employee in any organization would be satisfied with their jobs if they realize that their efforts are yielding positive results. On the other hand, people would be dissatisfied if nothing or failure is the results of their efforts. It is therefore important for all parents and other stakeholders in education to play their part to ensure that pupils are provided with necessary materials and support tostudy hard to achieve satisfactory academic results.

The supply of teaching and learning materials such as textbooks to basic schools must be given the utmost attention and provided on time in order to improve teaching and learning. The GES should provide enough textbooks, chalk and other TLMs on time to avoid unnecessary delay which always affect teaching and learning at the basic level.Also, libraries facilities in the public basic schools need to be improved to enhance teaching and learning.

Another important area that needs attentionis the effective supervision of teachers.Supervision should go beyond mere visiting of schools CSs. New Circuit Supervisors need to be recruited and be given enough orientation, while existing circuit supervisors are given in-service training to upgrade their knowledge and skills in modern and effective methods of teaching so that they will be better positioned to support and coach the teachers in their circuits. The head teachers need to effectively monitor the activities of their teachers to ensure that they utilize their contact hours to the fullest. The GES should organise workshops to educate SMCs their functions in the affairs of

schools.Teacher accountability to students and parents can be increased through revitalisation and empowerment of School Management Committees. This will ensure commitment of teachers to their work.

Although, some teachers did not agree that teacher's absenteeism and punctuality was a problem in their various schools, others disagreed. Hence, head teachers should be encouraged to report habitual late comers and those who regularly absent themselves without good reasons to be sanctioned to deter others. The study revealed that the metropolis had quality teaching staff and if the problem of absenteeism and punctuality were not checked, there could not be effective utilisation of these quality teachers in the metropolis.

6.4 Conclusion

Access to quality basic education for children of school going age in Ghana is a constitutional provision and also as part of the millennium development goals to which Ghana subscribed to as a member of United Nations (UN). However, teachers are the most important factor in determining the quality education that children receive. For this reason, the governments of Ghana and other stakeholders in education have a responsibility to ensure that teachers are motivated in order to perform to the best of their abilities. To do this, government and GES must pay attention to a number of factors that affect teacher living and working condition and for that matter his or her performance.

From the findings of the study, it could be concluded that even though, most teachers were in the teaching profession because of the interest they have in teaching;they were equally not satisfied with the salaries they receive. They were equally not satisfied with the schools' environment and all theseresulted to low level of teacher motivation. The findings from the study also established a positive relationship between teacher

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motivation and quality education delivery. However, there was no difference in terms of motivationon the basis of location which meant that teachers in peri-urban schools were not better motivated than their urban counterparts. This implied that the policy of government and GES to motivate teachers in rural areas through additional incentive packages needs to be effective.

In addition to this, the study brought up a lot of revelations in relation to the low quality education delivery. It revealed though, the Metropolis had no problems with regards to quality man power, but it can be concluded that factors such as; lack of TLMs, poor environmental conditions, lack of recognition and respect for teachers in the society, lack of teachers' commitment to work, inadequate salary and allowances to improve living and working conditions of teachers were factors demotivating teachers which was negatively affecting teaching and learning in the basic schools.

On the whole, in order to improve teacher motivation and quality education delivery, the following measures are recommended; that there is the need to improve the living and working conditions of teachers to raise their status in the society, opportunity for professional upgrading be made simple, there must be effective supervision from both within and outside the schools. Others recommendations included early provision of TLMs, construction of more schools to decongest the existing classrooms and scholarship for teachers' children to motivate teachers to be committed to their job.

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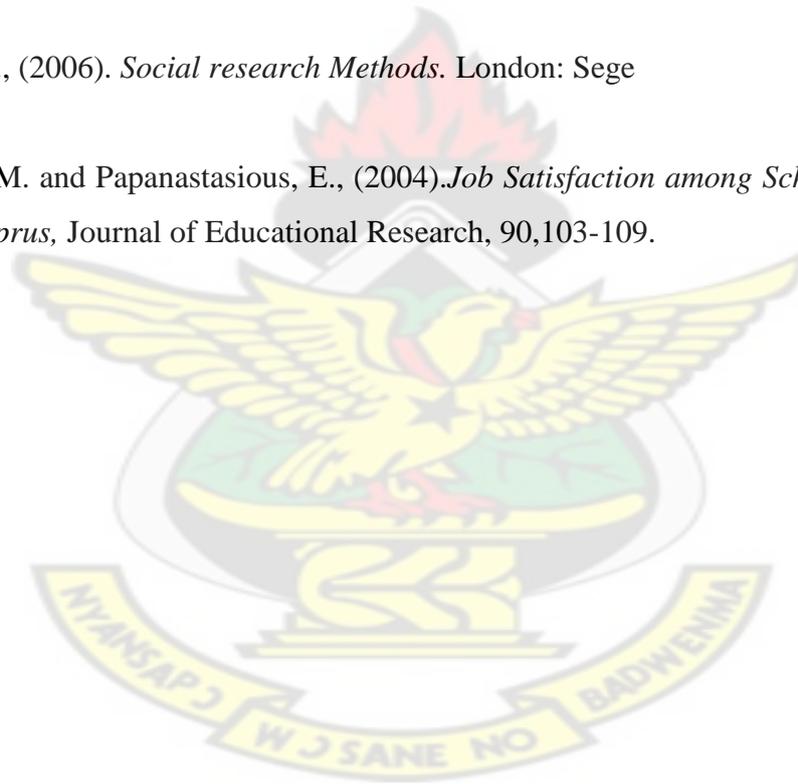
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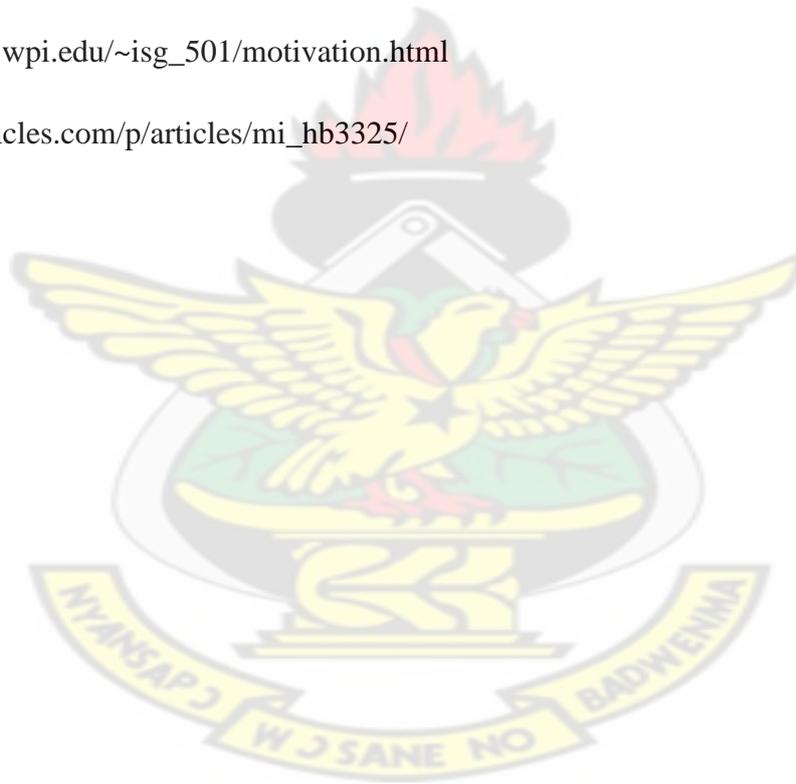
APPENDICES

Appendix A

QUESTIONNAIRE FOR TEACHERS

INTRODUCTION

I am Wahab Mahama Baba, a Post Graduate student in the department of Sociology and Social Work at Kwame Nkrumah University of Science and Technology-Kumasi. I am carrying out a study on **"Teacher Motivation and Quality Education Delivery".** This research seeks to examine teacher motivation and quality education delivery in public basic schools in Tamale metropolis. Your school has been selected as one of the twenty schools to be studied. It is meant solely for academic purposes and as such your responses will be held in strict confidence. I would therefore appreciate your cooperation if you could complete the questionnaire. Your answers to these questions will be useful in this study. Thank you in advance.

INSTRUCTION: Fill in the blank spaces and tick where appropriate.

SOCIO-DEMOGRAPHIC CHARACTERISTICS:

1. Sex: [ ] Male [ ] Female
2. Age: [ ] Below 20 [ ] 20-29 [ ] 30-39 [ ] 40-49 [ ] Above 50
3. Marital Status: [ ] Married [ ] Divorced [ ] Widowed [ ] Never Married [ ] Separated
4. Location of School: [ ] Peri-Urban [ ] Urban
5. Highest Level of Education: [ ] S.S.S [ ] Vocational/Technical School [ ] Teacher Training College [ ] University [ ] Other, specify**...**
6. Are you a professionally trained teacher? [ ] yes [ ] No
7. When were you employed by Ghana Education Service (GES)? [ ] Less than a year[ ] 1 year[ ] 2 years [ ] 3 years [ ] More than 3 years
8. How long have you been teaching in your current school?

[ ] Less than a year   [ ] 1 year   [ ] 2 years   [ ] 3 years   [ ] More than 3 years

TEACHER MOTIVATION:

9. Why did you decide to become a teacher? [ ] Interest in teaching [ ] lack of other employment opportunities [ ] pay [ ] working hours [ ] school holidays   [ ] other (specify)**...**
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10. Are you satisfied with your job as a teacher in this school?[ ] Very Satisfied [ ] Satisfied [ ] Neutral [ ] Dissatisfied [ ] Very Dissatisfied

11. Are you satisfied with your present salary? [ ] Very Satisfied   [ ] Satisfied [ ] Neutral [ ] Dissatisfied [ ] Very Dissatisfied

12. Do you perform any other official duty apart from the normal teaching? [ ] Yes[ ] No

13. If yes, state the nature of the duty**...**

14. Do you receive other allowances and benefits? [ ] Yes [ ] No

15. If yes please specify**..**

16. Do you receive any non-monetary benefits (such as free or subsidised housing)?
   [ ] Yes [ ] No

17. If yes please specify**..**

18. How satisfied are you with your present salary compared to other workers? [ ] Very Satisfied [ ] Satisfied   [ ] Neutral [ ] Dissatisfied [ ] Very Dissatisfied

19. Do you have any other work outside your normal teaching job?
   [ ] Yes   [ ] No

20. If yes, what is the nature of the work? [ ] Part time teaching [ ] Trading [ ] Agent to other departments   [ ] other specify**...**

21. Are you satisfied with your school environment (compound, classrooms, furniture, staff room, toilets and urinals)? [   ] Very Satisfied [   ] Satisfied   [   ] Neutral   [   ] Dissatisfied   [   ] Very Dissatisfied

22. How are opportunities for upgrading professional qualifications in your school?[   ] Very poor   [   ] Poor   [   ] Just ok   [   ] Good   [   ] Excellent

23. Are   in-service training opportunities available in your school? [   ] Yes [   ] No

24. If yes, please specify the kind of in-service training available in your school**...................................……………………………………………………………**

25. How will you describe your level of job motivation over the last three years?[   ] Declined significantly[   ] Declined[   ] Remained the same[   ] Increased [   ] Increased significantly

Please tick ONE of the alternative responses.

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

   [   ] Improvement of salary and allowances[   ] Regular promotion

   [   ] Conducive environment[   ] Award schemes[   ] Teacher's competence

   [   ] Participation in decision making[   ] Pupils' academic performance

   [   ]Recognition and respect of teachers from society

   [   ] Other, specify**…………………….…………………………………………………**

27. **Please tick ONE of the alternative responses to each statement.**

Statements/Responses	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
Teachers in this school are well-motivated					
Teachers' salaries are usually paid on time					
Teachers in this school work together					
Teachers and parents work well together					
Teacher transfers are managed well and fairly					
Teachers in this school participate effectively in decision making					
Teachers have knowledge about the criteria used in selecting the best teacher for district, regional, and national award					
Teachers are respected in the community					
Professional teachers are better motivated than unprofessional teachers					
Female teachers are better motivated than male teachers					
Urban teachers are better motivated than peri-urban teachers					

QUALITY EDUCATION DELIVERY:

Please tick ONE of the alternative.

28. Which of following is a major Factor accounting for low quality delivery of education in your school?

[   ]Lack of qualified teachers[   ] Lack of TLMs[   ]Lack of effective supervision of teachers

[   ]Lack of good interpersonal relationship among stakeholders

[   ]Lack of effective evaluation of students[   ]Lack of teachers knowledge and skills of subjects

[   ]Lack of teachers' commitment to the work [   ]Lack of adequate educational facilities

[   ] Other, specify…………………………………………………………………

29. **Please tick ONE of the alternative responses to each statement.**

Statements/Responses	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
Teachers in this school have the knowledge and skills to do their jobs very well					
Teacher absenteeism is not a problem in this school					
Teachers in this school come to work on time					
School inspectors regularly visit the school					
The behaviour of pupils in class is not a problem for teachers					

RELATIONSHIP BETWEEN TEACHER MOTIVATION AND QUALITY EDUCATION DELIVERY

30. **Please tick ONE of the alternative responses to each statement.**

Statements/Responses	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
Teachers motivation is the secret of classroom effectiveness and school improvement					
Teachers motivation would improve quality and standard of education					
With motivation, teachers will be more ready to encourage students to improve their attitude towards their studies.					
With motivation teachers will evaluate students more objectively.					
With motivation, teachers performance will be high					

RECOMMENDATIONS

31. What actions are needed to improve teacher motivation?

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32. What actions are needed to improve quality education delivery?

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THANK YOU ONCE AGAIN

QUESTIONNAIRE FOR HEADTEACHERS

INSTRUCTION: Fill in the blank spaces and tick where appropriate.

SOCIO-DEMOGRAPHIC CHARACTERISTICS:

1. Sex :   [ ] Male   [ ] Female
2. Age: [ ] Below 20   [ ] 20-29   [ ] 30-39   [ ] 40-49   [ ] Above 50
3. Marital Status: [ ] Married [ ] Divorced [ ] Widowed [ ] Never Married [ ] Separated
4. Location of School: [ ] Peri-Urban   [ ] Urban
5. Highest Level of Education: [ ] S.S.S [ ] Vocational/Technical School [ ] Teacher Training College   [ ] University [ ] Other, specify**……………………………**
6. How long have you been a head teacher? [ ] Less than a year [ ] 1-5 [ ] 6-10 [ ] 11-15 [ ] Above 16
7. How long have you been a head teacher in this school?   [ ] Less than a year [ ] 1-5 [ ] 6-10 [ ] 11-15 [ ] Above 16

TEACHER MOTIVATION:

8. Why did you decide to become a teacher? [ ] Interest in teaching[ ] lack of other employment opportunities [ ] pay [ ] working hours [ ] school holidays   [ ] other (specify)...
9. Are you satisfied with your job as a teacher in this school?[ ] Very Satisfied [ ] Satisfied [ ] Neutral [ ] Dissatisfied [ ] Very Dissatisfied
10. Are you satisfied with your present salary? [ ] Very Satisfied   [ ] Satisfied [ ] Neutral [ ] Dissatisfied [ ] Very Dissatisfied
11. Do you receive any non-monetary benefits (such as free or subsidised housing)? [ ] Yes [ ] No
12. If yes please specify..

13. How satisfied are you with your present salary compared to other workers? [   ]
    Very Satisfied [   ] Satisfied   [   ] Neutral   [   ] Dissatisfied   [   ] Very
    Dissatisfied

14. Do you have any other work outside your normal teaching job?

     [   ] Yes   [   ] No

15. If yes, what is the nature of the work? [   ] Part time teaching [   ] Trading [   ]
    Agent to other departments   [   ] other
    specify**..**

16. Are you satisfied with your school environment (compound, classrooms,
    furniture, staff room, toilets and urinals)? [   ] Very Satisfied [   ] Satisfied   [   ]
    Neutral   [   ] Dissatisfied   [   ] Very Dissatisfied

17. How are opportunities for upgrading professional qualifications in your school?[
    ] Very poor   [   ] Poor   [   ] Just ok   [   ] Good   [   ] Excellent

18. Are   in-service training opportunities available in your school? [   ] Yes   [   ] No

19. If yes, please specify the kind of in-service training available in your
    school..
     …………………………………………………………………………………

20. How will you describe your level of job motivation over the last three years?[   ]
    Declined significantly[   ] Declined[   ] Remained the same[   ] Increased   [   ]
    Increased significantly

Please tick ONE of the alternative responses.

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

     [   ] Improvement of salary and allowances   [   ] Regular promotion   [   ]
Conducive environment   [   ] Award schemes   [   ] Teacher's competence   [   ]
Participation in decision making   [   ] Pupils' academic performance   [   ]
Respecting of teachers by people

[   ] Other, specify **…………………………………………………………………**

22. Please tick ONE of the alternative responses to each statement.

Statements/Responses	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
Teachers in this school are well-motivated					
Teachers' salaries are usually paid on time					
Teachers in this school work together					
Teachers and parents work well together					
Teacher transfers are managed well and fairly					
Teachers in this school participate effectively in decision making					
Teachers have knowledge about the criteria used in selecting the best teacher for district, regional, and national award					
Teachers are respected in the community					
Professional teachers are better motivated than unprofessional teachers					
Female teachers are better motivated than male teachers					
Urban teachers are better motivated than peri-urban teachers					

QUALITY EDUCATION DELIVERY

Please tick ONE of the alternative responses to each statement.

23. How will you describe pupils' academic performance in this school for the past three years?

a) **Very satisfied b) satisfied c) Neutral   d) dissatisfied e) very dissatisfied**

24. **(For JHS Headteacher)** How will you describe the past three (3) years BECE results in this school?

a) **Very satisfied b) satisfied c) Neutral   d) dissatisfied e) very dissatisfied**

Please tick ONE of the alternative responses to each statement.

25. Which of following is a major Factor accounting for low quality delivery of education in your school?

[   ]Lack of qualified teachers[   ] Lack of TLMs[   ]Lack of effective supervision of teachers[   ]Lack of good interpersonal relationship among stakeholders

[   ]Lack of effective evaluation of students[   ]Lack of teachers knowledge and skills of subjects [   ]Lack of teachers' commitment to the work [   ]Lack of adequate educational facilities

[   ] Other, specify**………………………………………………………….**

26. Please tick ONE of the alternative responses to each statement.

Statements/Responses	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
Teachers in this school have the knowledge and skills to do their jobs well					
Teacher absenteeism is not a problem in this school					
Teachers in this school come to work on time					
Teachers in this school deliver their lessons effectively					
Teachers in this school utilize their lessons hours effectively					
Teachers in this school always give exercises and mark them for continuous assessment					
School inspectors regularly visit this school					
Teachers in this school perform their duties well					

RELATIONSHIP BETWEEN TEACHER MOTIVATION AND QUALITY EDUCATION DELIVERY:

27. **Please tick ONE of the alternative responses to each statement.**

Statements/Responses	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
Teachers motivation is the secret of classroom effectiveness and school improvement					
Teachers motivation would improve quality and standard of education					
With motivation, teachers will be more ready to encourage students to improve their attitude towards their studies.					
With motivation teachers will evaluate students more objectively.					
With motivation, teachers performance will be high					

RECOMMENDATIONS:

26. What actions are needed to improve teacher motivation?

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27. What are needed to improve quality education delivery?

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THANK YOU ONCE AGAIN

Appendix C: Receipt of non-monetary benefits

Respondents	Receipt of non-monetary benefits?		Total
	Yes	No	
Teacher	3	188	191
	1.6%	98.4%	100.0%
Head Teacher	10	15	25
	40.0%	60.0%	100.0%
Total	13	203	216
	6.0%	94.0%	100.0%

Source: Field Data February, 2011.

Appendix D: Relationship between Teachers and parents

Location of School	Teachers and parents work together					Total
	Strongly disagree	Disagree	Not sure	Agree	Strongly agree	
Peri-urban	5	16	13	40	16	90
	5.6%	17.8%	14.4%	44.4%	17.8%	100.0%
Urban	16	29	17	55	9	126
	12.7%	23.0%	13.5%	43.7%	7.1%	100.0%
Total	21	45	30	95	25	216
	9.7%	20.8%	13.9%	44.0%	11.6%	100.0%

Appendix E: Pupil Core Textbook Ratio

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4:1	12	48.0	60.0	60.0
	3:1	6	24.0	30.0	90.0
	5:1	1	4.0	5.0	95.0
	More than 5:1	1	4.0	5.0	100.0
	Total	20	80.0	100.0	
Missing	System	5	20.0		
Total		25	100.0		

Source: Field Data February, 2011.

APPENDIX F: Pupils' academic performance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Satisfied	7	28.0	28.0	28.0
	Neutral	3	12.0	12.0	40.0
	Dissatisfied	13	52.0	52.0	92.0
	Very Dissatisfied	2	8.0	8.0	100.0
	Total	25	100.0	100.0	

Source: Field Data February, 2011

APPENDIX G

Three Pupils Sharing a Dual Desk in a ClassroomPupils sitting on the floor for lack of enough furniture

Pupils laying on their bellies to write for lack of chairsA temporary classroom in one of the urban school

Teachers sitting under tree An abandoned staff common room

The researcher with pupils in a classroomStudents studying in a library

School's urinal facility in peri-urban areaToilet facility in an urban school
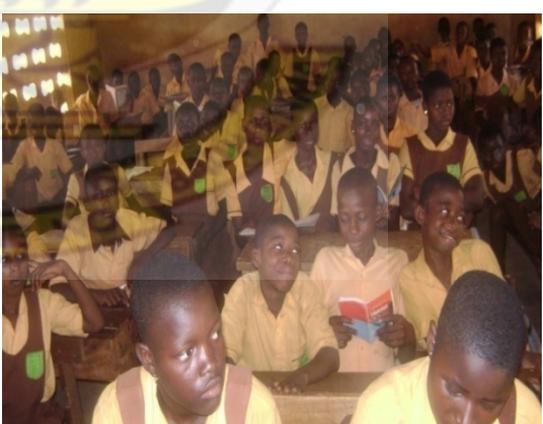
Staff toilet   An overcrowded classroom

Appendix E: Motivation among urban and peri-urban teachers

| Location of School | Level of job motivation over the last three years | | | | | Total |
	Decline significantly	Declined	Remained the same	Increased	Increased significantly	
Peri-urban	12	17	37	22	2	90
	13.3%	18.9%	41.1%	24.4%	2.2%	100.0%
Urban	25	21	47	32	1	126
	19.8%	16.7%	37.3%	25.4%	.8%	100.0%
Total	37	38	84	54	3	216
	17.1%	17.6%	38.9%	25.0%	1.4%	100.0%

Appendix: F

Ghana Education Service

Basic Education Certificate Examination: National Level Performance

No	Year	Total Number of Students Who Sat for the BECE	Number of Students with a Pass (Between Aggregate 6-30)	Percentage Pass (Between Aggregate 6-30)
1	1998	229,432	138,477	60.36%
2	1999	233,740	140,729	60.21%
3	2000	233,785	141,535	60.54%
4	2001	247,663	149,600	60.40%
5	2002	264,979	160,262	60.48%
6	2003	268,284	163,613	60.99%
7	2004	278,391	170,324	61.18%
8	2005	287,297	176,959	61.59%
9	2006	308,383	190,924	61.91%
10	2007	320,247	196,240	61.28%
11	2008	338,292	210,282	62.16%
12	2009	395,649	198,642	50.21%
13	2010*	350,888	172,359	49.12%
14	2011	375,280	176,128	46.93%
15	2012			

Source: Field Data February, 2011.

*Note: Five subjects were graded in 2010 instead of 6 (Aggregate 5-25).