

AN ASSESSMENT OF BASIC SCHOOL TEACHERS' PERCEPTION OF THE IMPACT OF MOTIVATION ON THEIR PRODUCTIVITY IN GHANA

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ABSTRACT: *This study aimed at examining basic school teachers' perception of the impact of motivation on JHS teacher productivity in the Asante Akim South district of Ghana. The descriptive survey design was used in conducting the study and the population was all the JHS teachers in the district with a sample size of 217, made up of 179 males and 38 females. A questionnaire with a reliability coefficient of 0.74 was used for data collection. Key findings indicated that majority (97.2%) of teachers admitted that government's study leave with pay policy was necessary for teacher productivity, eighty five percent (85%) of teachers were of the opinion that promotion was a necessary condition for teacher productivity, and there was a strong positive correlation between teachers' salaries and teacher productivity. It was recommended that the quota system introduced into the study leave with pay policy should be removed to enable many teachers benefit from the facility. The district best teacher award scheme should cover at least 50% of teachers in the district, and promotion in the Ghana Education Service (GES) should be based on hard work rather than long service and further education.*

KEYWORDS: Basic School, Teachers, Perception, Motivation, Productivity

INTRODUCTION

Motivation refers to the process of arousing the interest of an Individual to take a move towards a certain goal. Herzberg (1978) defines motivation as all those phenomena which are involved in the stimulation of actions toward particular objectives where previously, there was little or no movement towards these goals.

When motivation is lacking in institutions and organizations, demonstrations, strikes and brain drain are experienced in all forms. For example between 1974 and 1984 an estimated two million Ghanaians including teachers and doctors left for Uganda, Botswana and Nigeria (www.mordenghana.com/news/124870/1/) in search of greener pastures. In 1999, teachers went on strike for salary increments and better conditions of service (Joy FM, June, 15, 2011).

The year 2007 saw another strike by the National Association of Graduate Teachers (NAGRAT) and some Ghana National Association of Teachers (GNAT) members lasting for more than one month, leading to the confiscation of their salaries by the government. The most disturbing demonstrations and strikes were recorded in 2011 over the placement of basic school teachers on the Single Spine Salary Structure (SSSS), where teachers called for the resignation of the GNAT and NAGRAT national leadership (Daily Guide newspaper, Thursday March 4, 2011). This situation brought a further division in the front of teacher unions in the country.

Some teachers broke away metamorphosed into the Coalition of Concern Teachers (CCT), which is a trade union now with the registration number RTU/78.

Therefore, the centre piece of this study is to examine the impact of motivation on the JHS teacher productivity in the Asante Akim South district of Ghana.

GES Study Leave with Pay Policy and teacher Productivity

Aboagye (2006) investigated into teacher job satisfaction, attitudes and perception of GES as an employer in relation to the restrictive measures imposed on the study leave vis-à-vis the retention of teachers. She sampled a total of 120 respondents made up of 56 males and 64 females. The study found out that the study leave with pay as an organizational welfare facility was no longer easy to acquire due to subject area restrictions imposed on teachers on study leave, and majority of teachers found the policy to be unfair. The study recommended the removal of the restrictions on the programme areas of study so that many teachers would benefit from the policy, and GES should support teachers financially through distance education.

Leadership Styles and Teacher motivation

Leadership style is crucial in motivating workers to increase productivity. Adams (2008), investigated into the issue of leadership behaviours of head teachers of some basic schools in the in Ghana. The study was conducted against the perceived ineffective leadership styles of Islamic basic school heads. From a population of 224, 40 head teachers were randomly sampled for the study. Results indicated that effective leadership styles that could motivate teachers to be productive were lacking and that most teachers were not motivated to be due to the use of laissez faire and autocratic leadership styles which crippled initiative, innovation and creativity.

Importance of Salary and Fringe Benefits in Teacher Performance and Productivity

An interesting question is, “Does money stimulate an employee to put forth more effort? The answer to this question is closely related to individual needs, as money in itself is rarely an end but a means to “purchasing an end” (Rebore, 2007, p. 252). A GHC 400 raise for an employee making GHC 4,000 a year would help that individual maintain the standard of living in the face of ordinary inflation. That same raise would considerably improve the standard of living for an individual earning GHC 2,000 a year, but would have much less effect on the life style of someone earning GHC 8,000 per year. From this perspective, money does have a potential to motivate if individuals are seeking to maintain or improve their standard of living. We rarely find a person who is not concerned when his or her life style deteriorates because salary increases have not been keeping pace with inflation.

A study based on the responses of 157 professionals in an electronic company further supports the position that each cedi of merit increase had a value to the employee (Rebore, 2007). The study confirms a similar one done by Adjei-Sefa (2007) on employee motivation and productivity in three private companies in Accra, where he revealed that about 90% of the workers were motivated by money to be productive than any other forms of motivation. These two research studies suggest that money is important to employees, regardless of the job level in the organization or the amount of salary that the individual earns. In addition, money has a great deal of symbolic value in our society, even though it has varying degrees of importance to individuals having different background and experiences. It is therefore, not surprising that the basic school teachers agitate and strike for salary increase and better condition of service.

According to Rebores (2007), if money is to motivate an individual within an organization to greater performance and productivity, it must be very clear that such performance is indeed rewarded with more money. The behaviour that is thus rewarded will be repeated, and behaviours that are not rewarded with money will not be repeated. This is perfectly in line with Thorndike's proposed law of effect which states (as cited in Seifert, 1991, p.267), that "actions followed by satisfying change or consequences are more likely to be repeated in situations on future occasions". This suggests that if employees' efforts of increase productivity are rewarded or reinforced with more money, they will in no doubts continue to put up their best for the growth and development of their organization. In other words, if efforts on the part of employees are met with frustrating and demotivating conditions, their efforts and productivity will dwindle. This principle is of course, not the modus operandi of most school systems and the GES in Ghana. The common position has been one of emphasizing intrinsic motivation. The accountability movement, with taxpayers demanding a return on their cedi from the GES employees by way of increased student performance, and the number of teacher strikes for higher wages should dispel the myth that the performance of any group of employees in any organization, public or private, is unaffected by money.

In addition to this experimentally proven conclusion, statistical data support the position that money increases intrinsic motivation under the following two conditions: (1) monetary rewards must closely follow performance so as to be reinforcing, and (2) the employee must perceive the monetary rewards as being related to work behaviour (Luthans, Martinko & Kess, 1976).

Job Satisfaction, Promotion and Teacher Productivity

Danso (2002) conducted a study with regard to the "Relationship between Teacher job Satisfaction and Teacher Performance" and identified the level of teacher job satisfaction and its influence on teacher performance among junior high school (JHS) teachers in the Sekondi-Takoradi Metropolis. One hundred and forty (140) teachers were sampled from 30 schools in the metropolis for the study. The results revealed a strong relationship between teacher job satisfaction and teacher performance. It also showed that majority of teachers' job satisfaction in the metropolis was influenced by conditions of service, students' good academic performance and in-service training.

Valogo (2007) conducted a study to determine the extent to which selected factors such as salaries, condition of service, incentives, opportunities for promotion, relationship with heads, supervisors, colleagues teachers and learning materials as motivating factors, influenced the retention of graduate teachers in senior High Schools in the Bolgatanga municipality. With sample of 80 participants, Valogo (2007) found that there was low job satisfaction, and that the teachers were not satisfied with their salary levels, means of promotion, and conditions of service, incentives and status in society. It also manifested that, graduate teachers were satisfied with promotion opportunities but were not happy with favouritisms and bureaucratic procedures associated with it. Teachers also preferred promotion based on hard work to the traditional long service criteria.

Statement of the Problem

Teacher motivation is more often than not expressed by political leaders, news papers and teachers themselves in the form of strikes and demonstrations. For instance, the Daily Graphic of Wednesday, 8th February 2012, stated that "since the year 2010, 20,000 teachers were

promoted but were not put on proper scale and some allowances due them were not paid” (p. 3).

The ex-president of Ghana John Agyekum Kufour (2000-2008), acknowledged that workers are poorly paid in the country hence they pretend to be working and employers pretend to be paying them. He therefore suggested a nationwide debate on payment of living wages. This led to the enactment of the Single Spine Salary Structure (SSSS) with the idea of paying workers well and eliminating unfairness and disparities in the workers’ pay system. Teachers were put on the SSSS but were not satisfied. This was evident in the 2011 nationwide demonstrations by teachers including those in the Asante Akim south district.

Incentive packages for teachers accepting postings to deprived areas are not forthcoming hence a lot of teachers refuse postings to those areas in the district. The quota system introduced by the government in 2005 permitting only 3,000 teachers nationwide to leave for further studies with pay, as well as the granting of study leave with pay to only those who pursue prescribed programmes relevant to the GES led to a lot of disappointments and frustrations among teachers trying to access this facility in the district. This resulted in most qualified teachers being denied study leave with pay and some unqualified ones getting the study leave with pay. Some teachers who left for further studies at their own expense were not re-engaged after completion of their studies.

The district best teacher award programme put in place by government to motivate teachers to increase their output, is yet to yield the desired dividend of teacher motivation and productivity (Solomon, 2007). Many teachers in the district are of the view that the best teacher award programme only motivates a teacher or few teachers leaving the silent majority unmotivated. The assumption is that if teachers are not well motivated, it will adversely affect their output. It appears there has not been any scientific study in existing literature in Ghana on the issue of teacher motivation in the Asante Akim South district. The purpose of this study was to find out the impact of motivation on the JHS teacher productivity in the Asante Akim South district of Ghana.

Research Questions

1. How does the study leave with pay policy by GES motivate teachers to be productive?
2. How does promotion influence teachers to be productive?
3. What kinds of leadership styles motivate teachers to be productive?
4. How do salaries and fringe benefits motivate teachers to be productive?
5. How does job satisfaction influence teachers to be productive?

Research Design

The descriptive research design was used for the study. Descriptive research involves collecting data in order to test hypotheses or answer research questions concerning the current status of the subject of study (Gay, 1992). Best and Khan (as cited in Centre for Continuing Education, 2000) on the other hand, described the descriptive design as concerned with the conditions or relationships that exist, such as determining the nature of prevailing conditions, practices and attitudes; opinions that are held; processes that are going on; and trends that are developed. It is in this context that the descriptive design is considered appropriate because this study was

designed to describe, analyze, interpret and report the feelings and opinions of respondents in the current study.

Population

The target population was all Primary and Junior High School teachers (JHS) in the Asante Akim South district. JHS teachers in the Asante Akim South district totaling 500, made up of 415 males and 85 females was the accessible population (GES, Asante Akim South District JHS Teacher Population, 2011/2012).

Sample and Sampling Procedure

The sample for the study was 217 teachers selected from the 500 teachers in the Asante Akim South district. The selection was in line with Krejcie and Morgan (as cited in Cohen, Manion and Morrison, 2007, p.104), criteria for selecting sample size, which indicate that a population of 500 should go with a sample size of 217. The population comprised of two strata; 415(83%) males and 85(17%) females. Therefore, proportionate stratified random sampling technique was used. The sample size of 217 represents 43% of the accessible population (500). The researchers used a table of random numbers to select 43% of the participants from each strata of the population identified which resulted in selecting 179 males and 38 females for the study.

The table of random numbers according to Cohen, Manion and Morrison (2007), is an extremely large list of numbers that has no order or pattern. Respondents were coded from number one as 001 to number 500 as 0500, and were selected by reading the first three digits from each column of the numbers in the table. Numbers that fell within the population (500) were selected and those beyond it were ignored until all the 217 respondents were selected. Respondents were coded and selected this way because the population, 500 is a three digit number. The stratified random sampling procedure was used because it increases the likelihood of representativeness, especially if one's sample is not very large. It virtually ensures that key characteristics of individuals in the population are included in the same sample (Fraenkel & Wallen, 2006). The only disadvantage is that it requires more effort on the part of the researcher (Fraenkel & Wallen, 2006). Furthermore, with reference to Krejcie and Morgan (as cited in Cohen, Manion and Morrison, 2007) criteria for selecting sample size, a population of 62 should go with a sample size of 45, thus with the aid of table of random numbers, 45 Junior High Schools (JHS) were selected out of the 62 JHS in the Asante Akim South district for the study.

Background Characteristics of Respondents

Table 1: Distribution of the Sample by Gender and Age

Age Group of Respondents	Gender of Respondents				Total	
	Male		Female			
	No.	%	No.	%	No.	%
Less than 21 years	5	2.8	0	0.0	5	2.3
21 – 30 years	101	56.4	30	78.9	131	60.4
31 – 40 years	36	20.1	5	13.2	41	18.9
41 years and above	37	20.7	3	7.9	40	18.4
Total	179	100	38	100	217	100

Source: Field Data, 2012.

Table 1 depicts the age distribution of respondents. As contained in the table, majority (60.4%) of the teachers were between the ages of 21 – 30 years while only 2.3 % were less than 21 years. The table further indicates that none of the female teachers was less than 21 years. The results show that the JHS teachers in the Asante Akim South district were relatively young which suggested that the future of the teaching profession in the district in terms of teacher strength is bright since most of the teachers were quite young.

Table 2: Distribution of the Sample by Gender and Academic Qualification

Academic Qualification of Respondents	Gender of Respondents				Total	
	Male		Female		No.	%
	No.	%	No.	%		
Certificate “A”	17	9.5	1	2.6	18	8.2
Diploma	116	64.8	33	86.9	149	68.7
Bachelor’s Degree	38	21.2	4	10.5	42	19.4
Master’s Degree	2	1.1	0	0.0	2	0.9
Others	6	3.4	0	0.0	6	2.8
Total	179	100	38	100	217	100

Source: Field Data, 2012.

Table 2 indicates the distribution of respondents according to highest academic qualification. The Table shows that 68.7 %, 19.4 % and 8.2 % of the respondents had Diploma, Bachelor’s Degree and Certificate ‘A’ respectively with only 0.9 % having Master’s Degree. None of the female respondents had Master’s Degree at the time of the study. The findings show that most of the JHS teachers in the Asante Akim South district were professionally trained teachers which were good for the district.

Table 3: Distribution of the Sample by Gender and Working Experience

Working Experience of Respondents	Gender of Respondents				Total	
	Male		Female		No.	%
	No.	%	No.	%		
Below 10 years	125	69.8	32	84.1	157	72.4
10 – 19 years	36	20.2	2	5.3	38	17.5
20 – 29 years	11	6.1	2	5.3	13	6.0
30 years and above	7	3.9	2	5.3	9	4.1
Total	179	100	38	100	217	100

Source: Field Data, 2012.

As shown in Table 3, majority (72.4%) of the teachers indicated that their length of service in the teaching profession was not up to 10 years. Only 4.1 % of the teachers have taught for 30 years and above. This clearly shows that most of the teachers had taught in the Asante Akim South district for some few years. The biographic analysis of JHS teachers in the Asante Akim South district depicts that the survey touched on most aspects of the JHS teachers in the Asante Akim South district. Thus the survey is a good representation of all shades of opinions of JHS teachers of the district.

Instrument

A self-designed questionnaire was used as the instrument for data collection. The close-ended type was used. A Questionnaire is a set of questions packaged to elicit data from respondents for a study. The questionnaire was divided into sections A and B. Section A dealt with personal background information on respondents and B dealt with responses to the research questions. The issues were measured on a discrete four-point scale of one to four ranging from strongly agree, agree, disagree to strongly disagree. Based on this scale a theoretical mean of 2.5 was derived and used to segregate respondents into categories of agree (2.5 or higher) and disagree (less than 2.5). The four-point scale was transformed into two-point scale. The responses agree and strongly agree were pulled together as agree while strongly disagree and disagree were also pulled together as disagree.

Validity and Reliability of Instrument

Pallant (2001) explained validity as a term describing a measure that accurately reflects the concept it is intended to measure. In this regard validity simply refers to how accurate the questionnaire was able to collect the responses from the respondents as intended by the researcher. Gravetter and Forzano (2006) on the other hand defined content validity as the degree to which a test measures an intended content area. Content validity of the instrument was determined by expert judgement. In finding the reliability of the instrument, it was pilot-tested in September, 2012, on a sample of 30 respondents made up of male and female JHS teachers at the Asante Akim North district. The instrument was administered personally to the respondents. The internal consistency of the instrument was calculated using Cronbach's alpha. The Cronbach's alpha of the instrument generated was 0.74. There was 100 % response rate. Research has shown that scales with Cronbach's alpha co-efficient of 0.70 or more are considered to be reliable (Pallant, 2001).

Data Analysis Procedure

Data collected from the field were edited on the field, coded and entered into the Statistical Product for Service Solutions (SPSS) version 18 programme on the computer and analyzed for interpretation and discussion. All the research questions were analyzed using frequencies and percentage. The issues were measured on a discrete four-point scale of one to four ranging from strongly agree, agree disagree to strongly disagree. Based on this scale a theoretical mean of 2.5 was derived and used to segregate respondents into categories of agree (2.5 or higher) and disagree (less than 2.5). The four-point scale was compressed into two-point scale. The responses agree and strongly agree were pulled together as agree while strongly disagree and disagree were also pulled together as disagree.

RESULTS AND DISCUSSION

This section presents the results pertaining to the research questions. Statistical tools such as frequency, percentage, mean and Pearson Product Moment correlation were used to analyse the data. The results are presented as follow:

Research Question One**How does the study leave with pay policy by GES motivate teachers to be productive?**

The first research question focused on how the study leave with pay policy by GES motivated teachers to be productive. Issues examined included how necessary the study leave with pay policy was for teacher development and productivity, how the quota system and pursuance of GES relevant programmes introduced into the study leave with pay policy served as a disincentive to teacher development and productivity. Other issues analysed were about the perceived unfairness and favouritism associated with the study leave with pay policy.

The relevant frequencies, percentages and mean values are presented in table 4.

Table 4: Study Leave with Pay Policy and Teacher Productivity

Statements	Disagree		Agree		Mean
	No.	%	No.	%	
The study leave with pay policy instituted by the government is necessary for teacher development and productivity.	6	2.8	211	97.2	3.69
The quota system introduced into the study leave with pay policy is a disincentive to teacher development and productivity.	57	26.3	160	73.7	2.96
The pursuance of GES relevant programmes introduced into the study leave with pay policy is a disincentive to teacher development and productivity.	105	48.4	112	51.6	2.51
The study leave with pay policy does not motivate me to be productive due to unfairness and favouritism associated with it.	96	44.2	121	55.8	2.71
The study leave with pay policy no longer serve its purpose of teacher motivation and productivity.	80	36.9	137	63.1	2.77
Without a fair and transparent study leave with pay policy, teacher motivation and high productivity cannot be achieved.	46	21.2	171	78.8	3.26

Source: Field Data, 2012.

(n = 217)

The results in Table 4 show that majority (97.2%) of the respondents admitted that the study leave with pay policy instituted by the government is necessary for teacher development and productivity. The mean value (3.69) for this issue indicates clearly that respondents strongly agreed that the study leave with pay policy instituted by the government is necessary for teacher development and productivity. Similarly, 73.7 % of the respondents were of the view that the quota system introduced into the study leave with pay policy is a disincentive to teacher development and productivity. These findings support that of Aboagye (2006). Aboagye's

study focused on teacher job satisfaction, attitudes and perception of GES as an employer in relation to the restrictive measures imposed on the study leave vis-à-vis the retention of teachers. Aboagye's (2006) study found out that the study leave with pay as an organizational welfare facility was no longer easy to acquire due to subject area restrictions imposed on teachers on study leave, and majority of teachers now found the policy to be unfair to teachers. Aboagye further recommended the removal of the restrictions on the programme areas of study so that many teachers would benefit from the policy, and GES should support teachers financially through distance education.

As contained in Table 5, 51.6 % of the respondents were of the view that the pursuance of GES relevant programmes introduced into the study leave with pay policy is a disincentive to teacher development and productivity. However, 48.4 % of the respondents did not agree to this issue. This finding is incongruent with the recommendation of Lussier and Achua (2001) who indicated that motivational and other fringe benefit packages such as study leave with pay policy should be used to reward high performing employees, but employees must understand the inputs needed to attain certain outputs and there should be clear standards specifying the exact requirements to achieve the incentive. Employers should be able to objectively explain why one person got a higher merit than another. According to them if these conditions are met, employees will not perceive such a policy as a disincentive to their development and productivity.

The table 5 indicates further that majority (55.8%) of the respondents were of the opinion that the study leave with pay policy does not motivate them to be productive due to unfairness and favouritism associated with it. This finding support the comments of Foster (1969), who posited that employees should be fairly compensated for their services and management should involve employees in policy and decision making processes for them to be motivated. They further maintained that open, transparent and effective communication system should exist between management and employees.

However, the finding disconfirms the comments of Rebore (2007), that some employees in spite of perceived inequality and unfair treatment regarding their relative rewards stay, work and perform very high out of love for the job they do, not necessarily comparing themselves with other sector workers in terms of what they get (Rebore, 2007). Majority (63.1%) of the respondents admitted that the study leave with pay policy no longer served its purpose of teacher motivation and productivity. Similarly, 78.8 % of the respondents were of the view that without a fair and transparent study leave with pay policy, teacher motivation and high productivity cannot be achieved. The mean values of the issues in table 6 depicts that respondents agreed to the issues raised. These findings are in line with the views of Dornyei (2000). Dornyei perceived intrinsic motivation as the best form of motivation for high employee productivity. According to him, employees should be fairly compensated for their services, management should involve employees in policy and decision making processes for them to be motivated; and open, transparent and effective communication system should exist between management and employees.

Research Question Two

How does promotion influence teachers to be productive?

The third substantive research question of the study dealt with the effect of promotion on teacher productivity. Issues examined included the necessity of teacher promotion, the current

trend of promotion and its corresponding salary levels in the GES and the favouritism associated with promotion. Other issues analysed were the means available for attaining promotion in the GES and the use of hard work rather than long service as the bases for promotion and further education. The issues were measured on a four-point scale ranging from strongly agree, agree, and disagree to strongly disagree. The responses were transformed into two categories that are agreed and disagreed. Strongly agree and agree were pulled together to form agree while strongly disagree and disagree were also pulled together to form disagree. The descriptive statistics of the responses are presented in Table 8.

Table 7: How Promotion Influence Teacher Productivity

Statement	Disagree		Agree		Mean
	No.	%	No.	%	
I think that promotion is a necessary condition for teacher productivity.	31	14.3	186	85.7	3.48
The current trend of promotion and its corresponding salary levels in the GES is satisfactory, and a source of motivation for my productivity.	146	67.3	71	32.7	2.06
The favouritism associated with promotion is a disincentive to teacher motivation and productivity.	68	31.3	149	68.7	2.92
The means available for attaining promotion in the GES is fair and good for teacher motivation and productivity.	107	49.3	110	50.7	2.41
I would better be motivated and productive if the first and subsequent promotion in the GES is based on hard work rather than long service and further education.	94	43.3	123	56.7	2.67

Source: Field Data, 2012.

(n = 217)

As depicted in Table 8, majority (85.7%) of the respondents were of the opinion that promotion is a necessary condition for teacher productivity. On the other hand, 67.3 percent of the respondents were of the view that the current trend of promotion and its corresponding salary levels in the GES is satisfactory, and a source of motivation for teachers' productivity. The finding that promotion is a necessary condition for teacher productivity is in line with the assumptions of Effah (2003). Effah posited that the use of sanctions, rewards, promotion and incentives to influence human behaviour as well as the need to integrate individual and organizational goals is a good call for employee productivity. According to Effah, the best managers could do to enhance employee motivation and productivity is to apply both theories (X and Y) rather than exclusively applying one of them in the work place.

Majority (68.7%) of the respondents admitted that the favouritism associated with promotion is a disincentive to teacher motivation and productivity. With regards to the means available for attaining promotion in the GES, 50.7 % of the respondents admitted that it is fair and good for teacher motivation and productivity. Similarly, 56.7 % of the respondents were of the view that they would better be motivated and productive if the first and subsequent promotions in

the GES were based on hard work rather than long service and further education that one attained. These findings agree with the comments of Rebore (2007), who posited that most employees are motivated and productive if the means for attaining promotion in the organization is fair.

Research Question Three

What kinds of leadership styles motivate teachers to be productive?

The fourth important research question of the study focused on the kinds of leadership style that motivate teachers to be productive. Issues examined included: head involvement of teachers in the decision making process as well as supervision and autonomy in the schools. Other issues investigated were head teacher's control of school matters, concern for teachers' needs and the form of open communication in the school. The issues were measured on a four-point scale ranging from strongly agree, agree, and disagree to strongly disagree.

The four-point scale was transformed into two-point scale since discrete figures were used in coding the responses. Strongly agree and agree were pulled together as agree while strongly disagree and disagree were also pulled together as disagree. The percentage distribution of the responses is presented in Table 8.

Table 8: the kinds of Leadership styles that motivate Teachers to be Productive

Statement	Disagree		Agree		Mean
	No.	%	No.	%	
I am happy and more productive because, school leadership always include me in almost all decision making processes in the school.	41	18.9	176	81.1	3.25
I am more productive when strictly supervised, threatened with punishment and demotion.	173	79.8	44	20.2	1.82
I am more productive when lam allowed doing my own things and taking initiatives.	98	45.2	119	54.8	2.67
I am more productive when supervised, guided and allowed to take my own initiatives.	41	18.9	176	81.1	3.20
I am not motivated to be productive when my head teacher takes control of all school matters.	49	22.6	168	77.4	3.05
I am more motivated and productive when my head teacher shows concern for my needs.	16	7.4	201	92.6	3.52
I am motivated and more productive if there is an open communication between me and school leadership.	4	1.8	213	98.2	3.65
Head teachers who are passionate about their job motivate teachers to be productive.	28	12.9	189	87.1	3.31

Source: Field Data, 2012.

(n = 217)

Table 8 contains findings on the kinds of leadership style that motivate teachers to be productive. As depicted in the table, majority (81.1%) of the respondents indicated that they were happy and more productive because school leadership always include teachers in almost all decision making processes in the school. This finding supports the democratic leadership style which is a kind of participatory leadership whereby everybody in the system is actively involved in the administration process. The leader first considers the needs, interest rights and freedoms of the workers, staff or students or subordinates.

The finding further supported the comments of Lussier and Achua (2001), who are of the view that leaders that practice this leadership style create room for subordinates to have the freedom to express their views, take part in decision-making and formulation of policies. However, Effah (2003), believe that this kind of leadership style delays decision-making process in the organization. Majority (79.8%) of the respondents admitted that they were not productive when strictly supervised, threatened with punishment and demotion. On the other hand, 54.8 percent of the respondents were of the view that teachers are more productive when they are allowed to do their own thing and take initiative. Similarly, majority (81.1%) of the respondents further admitted that teachers are more productive when supervised, guided and allowed to take their own initiatives. These findings confirm the submission of Lussier and Achua (2001), on democratic leadership style, and posited that this leadership style promotes discipline in the school which encourages both teachers and students to discharge their duties and responsibilities with commitment. The school therefore achieves high academic performance.

Table 8 indicates further that 77.4 percent of the respondents admitted that teachers are not motivated to be productive when their head teacher takes control of all school matters. On the other hand, majority (92.6%) of the respondents were of the view that teachers are more motivated and productive when their head teacher shows concern for their needs. The findings support the comments of Lussier and Achua (2001), who commented that leaders practicing the democratic leadership style first consider the needs, interest rights and freedom of the workers, staff or students or subordinates. In such leadership practice, subordinates have the freedom to express their views, take part in decision-making and formulation of policies.

With regard to open communication, most (98.2%) of the respondents were of the view that teachers were motivated and productive if there was an open communication between them and school leadership. Majority (87.1%) of the respondent again were of the opinion that head teachers who are passionate about their jobs motivate teachers to be productive. The findings are in line with the comments of Maslow (1998). Using his need theory analogy, Maslow posited that employees need good remuneration, better condition of service, recognition, warm interpersonal relationship, good communication with their employer and school leadership. This is necessary for the attainment of self-actualization and high teacher productivity. In addition, Rebore (2007), also posited that effective communication system should exist between management and employees. These findings are in line with that of Adams (2008) who found out that there was lack of effective leadership styles that could motivate teachers to be productive in the schools and that most teachers were not motivated to be productive due to the use of laissez fair and autocratic leadership styles.

Research Question Four

How do salaries and fringe benefits motivate teachers to be productive?

With regard to the five research question of the study, emphasis was placed on how basic school teachers think salaries and fringe benefits motivate teacher be productive. Eight items were used to elicit data from the respondents. Issues considered include good sources of teacher motivation and productivity such as motivational strategies like fringe benefits and retention allowances, extra duty allowance and conditions of services that enhance teacher's productivity. Other issues examined were lack of insurance programmes and extra duty allowance for extra-curricular activities and the link of higher salary with higher expenditure. The issues were measured on a four-point scale ranging from one to four. One represented least agreement with the issue while four represented highest agreement. The combined percentages for the individual issues were computed with the help of Test Analytics for Surveys (TAfS), a tool of SPSS Predictive Analytic Software Version 18.0. The combined percentage distributions of the responses are presented in Table 9.

Table 9: Basic School Teachers' Views on how Salaries and Fringe Benefits motivate them to be Productive

Statements on how salaries and fringe benefits affect teacher productivity	Agree %	Disagree %	Mean
I think that motivational strategies like fringe benefits and retention allowances for teachers are good sources of teacher motivation and productivity	90.3	9.7	3.41
The salary levels of teachers as compared to that of other public sector workers is a disincentive to teacher motivation and productivity	89.4	10.6	3.43
My level of motivation and productivity reduces whenever I realise that workers in similar other public sectors receive more salaries than me	91.3	8.7	3.55
The money I receive for the job I do influence my level of productivity than any other forms of motivation	65.0	35.0	2.91
I do not think that payment of extra duty allowances for teachers are necessary for high teacher productivity	21.2	78.8	1.71
Insurance programmes and extra duty allowance should necessarily be part of my conditions of service to enhance my productivity	90.7	9.3	3.52
Lack of insurance programmes and extra duty allowance for extra-curricular activities is a disincentive for teacher motivation and productivity	74.2	25.8	3.02
The higher my salary, the higher my expenditure therefore I do not need salary increase to be productive	8.8	91.2	1.42

Source: Field Data, 2012. (n = 217)

Table 9 contained findings on basic school teachers' views on how salaries and fringe benefits affect teacher productivity. As depicted in the Table, greater number (90.3%) of the respondents agreed that motivational strategies like fringe benefits and retention allowances for teachers are good sources of teacher motivation and productivity. The finding corroborate with the comments of Rebores (2007) who posits that an employee who is provided a house and

given salary increase pay will no doubt be motivated to in turn increase productivity. The finding again is consistent with that of Adjie-Sefa (2007) who found out that money is important to employees, regardless of the job level in the organisation or the amount of salary that the individual earns. In addition, money has a great deal of symbolic value in our society, even though it has varying degrees of importance to individuals having different background and experiences. It is therefore, not surprising that the basic school teacher agitate and strike for salary increase.

Similarly, majority (89.4%) of the respondents agreed that the salary levels of teachers as compared to that of other public sector workers is a disincentive to teacher motivation and productivity. Again, majority (91.3%) of the respondents were of the view that their level of motivation and productivity reduces whenever they realise that workers in similar other public sectors receive more salaries than them. The findings are congruent with the submission of Aggarwal (1994) who asserts that the rewards such as salaries, allowances, bonuses and awards that are received by teachers must be relatively equal to other public sector workers in analogous institutions. This will engender high productivity which will in turn lead to job satisfaction.

Furthermore, 65 percent of the respondents agreed that the money they receive for the job they do influence their level of productivity than any other forms of motivation. However, 78.8 percent of the respondents were of the view that payment of extra duty allowances for teachers is necessary for high teacher productivity. The findings are congruent with the view of Kohn (1998) who posits that the current view of money and other forms of motivation are that they matters more to some people than others, and that it may motivate some employees. However, money does not necessarily motivate employees to work harder. Lussier and Achua (2001) also asserted that money is limited in its ability to motivate employees. For example, many commissioned workers get to a comfortable point and do not push to make extra money; and some employees get to a point where they do not want overtime work, even though they are paid two or three times their normal wage.

Table 9 further depicts that large chunk (90.7%) of the respondents agreed that insurance programmes and extra duty allowance should necessarily be part of their conditions of service to enhance teacher productivity. Similarly, 74.2 percent of the respondents were of the view that lack of insurance programmes and extra duty allowance for extra-curricular activities is a disincentive for teacher motivation and productivity. The findings are consistent with the views of Rebores (2007) who posits that the rate of pay is not the most important determinant of job satisfaction. However, it is an indispensable part of every compensation package. Rebores indicated further that indirect compensation usually includes insurance programmes, sick leave, vacation pay, and service, and that indirect compensation help retain individuals in an organisation rather than motivating them to greater performance.

Preponderance (91.2%) number of the respondents disagreed that the higher their salary, the higher their expenditure therefore they do not need salary increase to be productive. The finding shows that teachers need for salary increase has nothing to do with their increase in expenditure. The finding corroborates with the view of Rebores (2007) who posits that in the work place different categories of people are motivated by different categories of needs. An employee who is provided a house and given salary increase pay will no doubt be motivated to in turn increase productivity. There are evidences of people leaving one job for another due to lack of unattractive salaries and fringe benefits. Rebores added that such employees may either increase

or decrease their expenditure based on the current socio-cultural circumstances they find themselves in without it being necessarily as a result of the increment in salary.

Research Question Five

How do job satisfaction influence teachers to be productive?

The views of basic school teachers regarding how job satisfaction affects teacher productivity was the last substantive research question of the study examined by the researcher. Factors that contribute to effective performance appraisal were examined as the third objective. Specific issues examined include the view that satisfaction and love of teaching alone without money, students achieving great success, and in-service training and other training workshops in the GES relating to teachers job are some of the motivations that influence teachers to be productive. The issues the study further examined are that teachers become very productive when they realise that they have the competence and the expertise to deliver their job and achieve success, they are motivated to be productive when their job becomes more challenging and interesting, and also friendly social atmosphere and good communication system in schools are sources of teacher job satisfaction, motivation and productivity. The combined percentages of the responses of the respondents view on the issues are presented in Table 10.

Table 10: How Job Satisfaction influence Teachers be Productive

Statements on how basic school teachers think job satisfaction affect teacher productivity	Agree %	Disagree %	Mean
The satisfaction and love of teaching alone without money is enough motivation for me to be productive	21.7	78.3	1.73
My students achieving great success makes me more productive	87.1	12.9	3.34
In-service training and other training workshops in the GES relating to my job will make me more productive and motivated	89.9	10.1	3.30
I become very productive when I realise that I have the competence and the expertise to deliver my job and achieve success	88.9	11.1	3.30
I am motivated to be productive when my job becomes more challenging and interesting.	79.2	20.8	3.12
Friendly social atmosphere and good communication system in schools are sources of teacher job satisfaction, motivation and productivity	91.3	8.7	3.25
My motivation to be a productive teacher stem from my job satisfaction than anything else	69.1	30.9	2.86

Source: Field Data, 2012.

(n = 217)

Table 10 presents findings on the views of basic school teachers regarding how job satisfaction affects teacher productivity. The Table shows that majority (78.3%) of the respondents disagreed that the satisfaction and love of teaching alone without money is enough motivation for them to be productive. This means that money is a very important factor when it comes to motivation of teachers in Ghana. The finding corroborates with the submissions of Rebore

(2007) who posits that money stimulate an employee to put forth more effort. For example, a GH¢ 400 rise for a teacher making GH¢ 4,000 a year would help that teacher maintain the standard of living in the face of ordinary inflation. That same raise would considerably improve the standard of living for an employee earning GH¢ 2,000 a year, but would have much less effect on the life style of someone earning GH¢ 8,000 per year.

From this perspective, money does have a potential to motivate if individuals are seeking to maintain or improve their standard of living. We rarely find a person who is not concerned when his or her life style deteriorates because salary increases have not been keeping pace with. The finding again avers that of Adjei-Sefa (2007) who found that money is important to employees, regardless of the job level in the organisation or the amount of salary that the individual earns. In addition, money has a great deal of symbolic value in our society, even though it has varying degrees of importance to individuals having different background and experiences. It is therefore, not surprising that the basic school teacher agitate and strike for salary increase.

Widely held (87.1%) view of the respondents was that their students achieving great success makes them more productive. Similarly, greater number (89.9%) of the respondents agreed that in-service training and other training workshops in the GES relating to teachers job will make them more productive and motivated.

Majority (88.9%) of the respondents were of the view that they become very productive when they realise that they have the competence and the expertise to deliver their job and achieve success in the schools. The finding support the views of Porter and Lawler (as cited in Aggarwal, 1994) on employees' productivity and performance, being mediated by abilities, traits and role perception, implies that for the basic school teacher to be highly motivated to be productive, hinges on the fact that he/she should be offered training in the form of in-service training and other workshops relating to the job of teaching. This will undoubtedly shape his/her perception of the job and roles of teaching to be within their knowledge and expertise for higher productivity to be realised. Wheatley (2000) also posits that competence replaced by efficacy are crucial aspects in intrinsic dimension of teacher motivation and that teacher efficacy refers to teachers' beliefs about their ability to influence student outcomes.

The Table further indicates that majority (79.2%) of the respondents agreed that teachers are motivated to be productive when their job becomes more challenging and interesting. Similarly, greater number (91.3%) of the respondents was of the view that friendly social atmosphere and good communication system in schools are sources of teacher job satisfaction, motivation and productivity. The findings are in line with the view of Herzberg (1993) who posited that if employees are doing something they want to do and doing it well can be its own reward. Therefore, organisations must realise the importance of intrinsic motivation and make jobs more interesting and challenging. The assumption therefore is that, if employees and teachers benefit from effective job and professional enrichment policies like unrestricted study leave with pay, and regular in-service training programmes, their productivity will increase.

Majority (69.1%) of the respondents agreed that their motivation to be a productive teacher stems from their job satisfaction than anything else. The finding is in line with Rebores (2007) who asserts that employee's job satisfaction is usually increased by participation in policy-making process, greater job discretion, increased responsibility and opportunities for professional development. These motivational factors contribute to employee job satisfaction which influences employee productivity in the long run.

CONCLUSIONS AND RECOMMENDATIONS

On the basis of the findings of the study, it was concluded that teachers feel motivated and productive when a greater chunk of their needs are met by government and the GES. These needs include attractive salaries; fair and transparent study leave with pay package, award schemes, good communication system, accommodation, and means of transport and welfare support services.

Teachers also expect effective and proactive administrative structures in the schools to make them productive and more professional. Teacher productivity would be further enhanced when they are offered recognition on the job to contribute their experiences, knowledge and expertise toward the running of their schools.

Motivation is a complex and multi-faceted one, whose application should be carefully and painstakingly done by employers in order to elicit the desired result of productivity.

Based on the key findings and conclusions of this study, it is recommended that, study leave with pay policy be relevant and motivate basic school teachers to be productive and all restrictions should be removed on the programme areas of study so that many teachers can pursue programmes of their choices to make them more versatile and skillful.

Again if the quota system of the study leave with pay policy cannot be removed, then the quota for each year should be consistently and significantly increased to commensurate with the increasing number of teachers wishing to benefit from the facility.

More so the major stakeholders (Ghana Education Service and the Ministry of Education) should come out with modalities to make it difficult or impossible for implementers of the study leave with pay package to be corrupt, unfair in dealing with the beneficiaries of the facility, in order to motivate teachers to be productive.

For the district best teacher award scheme to motivate teachers to be productive, the scheme should be made to cover at least 50% of teachers in the district so that majority of teachers would not feel unmotivated to be productive.

Finally for Ghana Education Service (GES) to use promotions to motivate teachers to be productive, the first and subsequent promotions should be based on hard work rather than mere long service and further education. In the same vein, plans should be put in place to eradicate or reduce any form of favouritism associated with it.

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