

---

## TEACHER MOTIVATION IN SENIOR HIGH SCHOOLS IN THE CAPE COAST METROPOLIS

**Hayford Adjei**

Department of Management Studies  
Kumasi Polytechnic, Ghana

**Amos Kwasi Amofa**

Department of Management Studies  
Takoradi Polytechnic, Ghana

---

**ABSTRACT:** *The general aim of this study was to ascertain the factors that really affect teacher motivation in selected senior high schools in the Cape Coast Metropolis. A descriptive survey design was used. The sample population was all teachers from the selected Senior High Schools in the Cape Coast Metropolis. The study involved 120 teachers. The teachers were selected through the simple random sampling technique. Questionnaire was used as a major instrument in collecting our data. The major findings of the study demonstrated that, wages and salaries, recognition for good work done, participation in decision making and conducive working environment were the major factors that really affect teacher motivation. In ranking the factors in order of importance, the teachers ranked wages and salaries as their most important motivational factors. With reference to the finding, it was recommended that, educational administrators should be mindful of the wages and salaries of teachers.*

**KEYWORDS:** Motivation, Teachers, Senior High School, Wages & Salaries, and Educational Administrators

---

### BACKGROUND TO THE STUDY

New Horizons in Education No.37, 1996 Schools are concerned about students' progress, and research has consistently shown that significant differences existed between the scores of students taught by teachers with high job satisfaction and of those taught by teachers with low job satisfaction (Brumback, 1986). Brumback (1986) also found a strong relationship between teachers' job recognition and students' academic performance. It is thus necessary that research identifies the motivators that spur teachers on. The fundamental activity that goes on in every school is teaching and learning.

However, there are many factors that control the teacher's level of contribution to the educational process. Among the factors that affect the teacher's well-being, working habits and productivity is the motivation of the teacher. From time immemorial, teachers have been leaving the job to seek employment in jobs elsewhere which they think hold promises of better pay and prestige for them. Others do not leave the profession but lower the level of their commitment with regard to teaching, thus affecting the standard of performance of students.

A study to identify factors which motivate teachers will provide rich insight into why some teachers remain excited about their work even though they may have taught for many years. It would provide knowledge about factors which motivate such teachers and this would in turn enable

administrators to try to provide such motivators for other teachers. The general aim of this study was to ascertain the factors that really affect teacher motivation in selected senior high schools in the Cape Coast Metropolis.

### **Statement of the Problem**

Teachers, like all other workers, join the Ghana Education Service (GES) with certain expectations, for example, to meet their professional and other needs. Given the importance teachers play in molding students' character, values and morals, it is important to see teachers as skilled workers rather than a "cheap" labour to achieve educational objectives. In this era of materialism and display of wealth, teachers need to be adequately motivated so that they on their part would ensure a viable school system. Government, parents and the society should recognize and appreciate their efforts, formulate policies, and take concrete steps that would enable teachers shake off tendencies that negatively affect their outputs, and rededicate themselves to the ethics of the profession.

This, can be done when teachers are adequately motivated by way of good working conditions, accommodation, higher salary etc.

### **Purpose of the Study**

The purpose of the study is to investigate the level of teacher motivation, and the type of motivational factors that teachers in the various schools in the Cape Coast Metropolis enjoyed. The results achieved, thereof, will help the government, Ghana Education Service, researchers, parents, school proprietors and headmasters to have an insight into the factors that motivate teachers to high performance. Specifically, the study aimed to achieve the following objectives:

1. Determine the factors that motivate teachers in the Cape Coast Metropolis,
2. Identify the most important factor that affects teacher motivation,
3. Determine whether teachers are motivated by the academic performance of their students.

### **Research Questions**

The research will find answers to the following questions:

1. What are the factors that motivate teachers in the Cape Coast Metropolis?
2. What factors do teachers in the Metropolis consider most important?
3. Are teachers motivated by the academic performance of their students?

## **LITERATURE REVIEW**

The word "motivation" is derived from the Latin word "movere", meaning "to move". However, in contemporary usage, the meaning "to move" is considered too narrow and inadequate. Young (1961) defines motivation as a process of arousing action, sustaining the activity in progress, and regulating the pattern of activity. Atkinson (1958) also incorporates the vigilance or arousal function but lies it closely to the cue functions of situation, thus the term motivation refers to the arousal of a tendency to act to produce one or more effects" (p.602).

There are two basic types of motivation which an individual (the teacher) experiences. These are intrinsic motivation and extrinsic or exoteric motivation. **Intrinsic Motivation:** refers to motivation that is driven by an interest or enjoyment in the task itself, and exists within the

individual rather than relying on any external pressure. Intrinsic Motivation is based on taking pleasure in an activity rather than working towards an external reward. Intrinsic motivation has been studied by social and educational psychologists since the early 1970s. **Extrinsic Motivation:** refers to the performance of an activity in order to attain an outcome, which then contradicts intrinsic motivation.

Extrinsic motivation comes from outside of the individual. Common extrinsic motivations are rewards like money and grades, coercion and threat of punishment. Motivational theories, a good number of studies have been conducted on motivation and these resulted in several theories and models of motivation. Motivation comes from two sources: oneself, and other people. These two sources are called intrinsic motivation and extrinsic motivation, respectively.

### **Factors Affecting Teacher Motivation**

Teacher motivation highly depends on numerous factors which include; high wages and salaries, effective in-service training, teachers participation in decision making, effective supervision by education officers, recognition for good work done by teachers, availability of adequate teaching learning resources, conducive working environment, morale support from parents, students academic performance and effective co-operation from heads of school etc.

Also teachers' motivation can be affected by some other factors such as; low wages when compared with other professionals, lack of career advancement opportunities, high teacher-pupil ratio, poor work environment, irregular payment of teacher salaries, low status in the society etc.

### **Teacher Motivation and Teacher Job Satisfaction**

Teachers are arguably the most important group of professionals for our nation's future. Therefore, it is disturbing to find that many of today teachers are dissatisfied with their job. In public school context, the teacher is an individual who has completed a curriculum, is certified to teach, and whose principal duties involve the directing of students' learning experiences.

The morale of teachers describes the attitudes and feelings of teachers towards their jobs, peers and supervisors. In the 1950's and 1960's, a series of teacher morale studies were conducted at New York University under the direction of Redefer; using a 100-item Morale Tendency Score (MTS) instrument to collect attitudinal data, the study's participants concluded that high morale teacher, in contrast to low-morale teacher, reported:

1. Getting more satisfaction out of teaching
2. Doing more to improve their teaching;
3. Engaging in more professional studies:
4. Being more active in professional organization
5. Having more positive attitude towards fellow teachers
6. Dealing better with authority, and
7. Placing teachers higher in community esteem

### **The Concept of Job Satisfaction**

Different scholars view job satisfaction from various perspectives. Robbins and Langton (2001) refer to job satisfaction as an individual's general attitudes towards the job. Job satisfaction is considered to be a function of the perceived relationship between what one wants from one's job and what one perceives it is offering (Locke, 1976 as cited in PSU WC, 2012).

People with high levels of job satisfaction hold positive attitudes towards their job: they like their jobs, feel that they are being fairly treated and believe that their jobs have many desirable features or characteristics such as the job being interesting, paying well, offering security, autonomy, and a good interpersonal climate (Jones, 1998).

Rhodes and Steers (1990), cited in Torrington and Hall (2005) suggest that satisfaction with the job is determined by the job situation and moderated by employee values and job expectations. Factors in the job situation are identified as job scope, level of responsibility, decision making, the leadership style of immediate supervisor, particularly the openness of the relationship and how easy it is to discuss and solve problems jointly; strength of the relationship of co-workers; and the opportunity for promotion. On these bases, higher levels of responsibility, opportunity for workers to make decisions in relation to job demands, good working conditions, and open relationships with immediate managers, good relationship with fellow colleagues, and the opportunity for promotion improve job satisfaction.

Such values and expectations are shaped by both personality and personal characteristics and life experiences, but can also change during the course of one's life. Bame (2005); Organ and Bateman (2010) and Rue and Byar (2003), are of the view that job satisfaction is a multidimensional phenomenon. It comprises a whole array of factors, which operate together to determine a worker's attitude towards his/her job and consequently some aspects of his/her general work behavior. Also, it is individuals' cognitive, affective and evaluative reactions towards their jobs and this represents the constellation of a person's attitudes towards or about the job he/she does.

It is also a function of satisfaction with different aspects of the job (pay, supervision, the work itself) and of the particular weight or importance one attaches to these respective components. They refer to job satisfaction as an individual's general attitudes towards the job he/she performs. From the above, it is quite clear that they assume the existence of individual need. Satisfaction may, therefore, be seen as the result of the congruence between such needs and the job setting. This implies that all workers in an organization have needs that must be fulfilled in order that they may be satisfied.

For instance, industrial workers' feelings or attitudes towards their job would be positive if their needs are met thereby leading to satisfaction. This means that teachers of the Ghana Education Service (GES) have needs that must be met in order for them to be satisfied. In an organization where workers' needs are met in terms of recognition, salary, conditions of service, involvement in decision-making and good interpersonal relationships, workers would be satisfied and for that matter would have positive feelings or attitudes towards their jobs. When this happens, workers satisfaction would influence their performance thereby increasing their productivity level. The reverse would be the case if their needs were not met.

Bame (2005) in his research "teacher motivation and retention in Ghana" came out with in his findings that over 70 percent of both male and female targeted group agreed that the ministry of education officials, in the course of their supervision, intimidate teachers by finding faults with whatever they did and gave unfair criticism but failed to give concrete corrections or directions as to how to go about the situation. This was disincentive to teachers to put in their maximum effort.

Again, it was found out that almost all heads and teachers agreed that the steady and secure nature of the teaching profession is the teacher's principal advantage, and poor remuneration is the teacher's single principal disadvantage. In addition to the above, Bame (2005) said that poor salary was a source of teacher job dissatisfaction. Rudd and Wiseman (1962) study on some 432 teachers from the University of Manchester School of education revealed similar findings.

Phipp (2009) studies of Ugandan teachers and Nelson (2011) studies of Congolese teachers also revealed that salary was one of the dissatisfying factors. In Rawalpindi city, a research was conducted to examine the factors that affect the motivational levels of teachers at the secondary school level. Major objectives of the study were to identify the factors responsible for low and high motivation of teachers. It was concluded that teachers were not paid according to their abilities and it was recommended that teachers should be provided with effective teacher training, should be given due respect should be paid according to their qualifications and abilities.

### **RESEARCH METHODOLOGY**

We used questionnaire as a major instrument to collect the data. The questionnaire consists of both closed ended and open ended items. In all there were 19 items of which nine were closed ended items and the remaining were open ended items. The target population of this study includes all Senior Secondary School teachers in Cape Coast Metropolis. Four Senior High Schools namely, St. Augustine's College, Adisadel College, Mfantsepim School, and Wesley Girls Senior High School were selected. In all, 312 teachers from the four schools constituted the population for the study.

Out of the total population of teachers, we sampled one hundred and twenty (120) teachers, 30 teachers from each school. The teachers were selected through the simple random sampling technique. The technique was used to ensure that each teacher had an equal chance of being selected. For clarity and easy understanding and interpretation of figures the Statistical Product and Service Solutions (S.P.S.S.) was used to analyze the data.

### **RESULTS AND DISCUSSIONS**

From the study it was observed that out of the total number of 120 respondents, 10 (8.3%) were between the ages of 20-25, 36 (30%) were between the ages of 31-36. Also, 26 (21.7%) teachers were between the ages of 41-45, while 12 (10%) were 46 years and above. It can be observed that majority of the respondents are within their active working age and this is likely to have effect on the research result since this group of teachers have high expectations and therefore require to be given much of their demand before they become motivated.

Categorizing teachers according to their qualification gives us the idea about how many teachers are professionals and how many are non-professionals. The results reveal that 88 (73.3) percent were Bachelor degree holders, 12 (10.0%) were 3-year cert 'A' holders, six (5.0%) were Diploma holders, only two (1.7%) teachers were 4-yr Cert 'A' and Master's Degree holders were 12 (10.0%). Also, we looked at the ranks of respondents as part of the profile dimension. This is to find out the number of respondents who are within the rank of Senior Superintendent, Principal Superintendent, Asst. Director, Deputy Director and Director. As shown in table 5, out of the total

respondents of 120, 80(66.7%) were Principal Superintendents, 14(11.6%) were Assistant Directors, 6(5.0%) were Deputy Directors while none of them was a Director.

Finally, on respondents profile dimension, we looked at working experience. This is to find working experience of the various teachers in each school. The other respondents' profile analyzed was the length of time that respondents have been teaching in their schools.

Results from reveal that 24 (20.0%) teachers have stayed in their schools for a period of 11 years or more, 22 (18.3%) of the teachers have stayed in their schools for a period of 6 to 10 years, 66 (55%) of the teachers have stayed in their schools for a period of 1 to 5 years. Only eight (6.7%) of the teachers had stayed below one year.

Majority of the teachers have stayed in their schools for a period of 1 to 5years. This indicates that most of the respondents are in the early ages of their career and will aspire to achieve a lot in their profession and therefore, they will be keen on motivational packages. Moreover, the researchers wanted to look at the specific factors that are likely to motivate teachers in the four selected schools in the Cape Coast Metropolis. It was seen that out of the 120 respondents, 70(58.3%) considered high wages and salaries as factor that motivate them.

Also 40 (33.3%) teachers selected recognition for good work done as a motivational factor. With respect to teacher participation in decision making 10(8.3%) of the teachers considered it as a motivational factor. Also, it be seen that teachers considered student academic performance, healthy staff relationship and effective co-operation with head as the least motivational factors. However, few of the teachers also added that the following factors also motivate them if provided as far as their profession is concern. These factors include; Provision of accommodation, early payment of salaries, Provision of health facilities, providing job security, provision of allowances and bonuses, promoting national teachers' awards, provision of transportation services for distant teachers. Succinctly, it was observed that among the various motivational factors listed, high wages and salaries and recognition for good work done were considered to be the strongest motivational factors among the 120 teachers.

This means that if teachers are provided with attractive wages and salaries and they are also recognized for their good work done, they will be highly motivated to work hard which will probably maximize productivity. This is in line with Bame's agreement with Reiner (1957) that attractive salary was a source of teacher motivation. ). Also it was stated in Peretomode (1992) that high wages and salaries that teachers received help them satisfy their physiological needs. Teachers are motivated when they are involved in the formulation of school policies and goals by school administrators (Wilby, 1989). Again, the researchers were interested in identify the most important factor that affects teacher motivation. High wages and salaries were considered to be the most important motivational factor. 100 (83.3%) respondents considered high wages and salaries as the most important factor that motivates them. 10(8.3%) respondents selected recognition for good work done as the important motivational factor. Another 10(8.3%) considered teacher participation in decision making to be the most important motivational factor.

## CONCLUSIONS AND RECOMMENDATIONS

The purpose of the study was to investigate the level of teacher motivation, and the type of motivational factors teachers in the various schools in the Cape Coast Metropolis enjoyed. It thus sought to determine the factors that motivate teacher in the Cape Coast Metropolis and identify the most important factor that affects teacher motivation. Based on the key findings, it was concluded that among the various motivational factors, high wages and salaries, recognition for good work done and participation in decision making were considered to be the most important factors that affect teacher motivation in the selected schools within the Cape Coast Metropolis.

This could be attributed to the fact that, the current prices of goods and services are very expensive and as a result, teachers would demand high wages and salaries to take care of their families. This means that if teachers are provided with high wages and salaries and recognition for their good work done, they will be highly motivated to work hard. This maximizes the level of productivity at the workplace. Also teachers would like to be involved in any decisions that would affect them. This would help teachers to better protect their interest. Teachers are motivated when they are involved in the formulation of school policies and goals by school administrators.

Though teachers selected academic performance of students as one of their least motivational factors, when they were asked whether they are motivated by the present academic performance of their students, teachers in the selected schools within Cape Coast Metropolis indicated that they are satisfied with the academic performance of their students. From our research, it can be concluded that, teachers in the selected schools within Cape Coast Metropolis are satisfied with the academic performance of their students. This implies that teachers are motivated when they see students achieving desirable results.

### Recommendations

From the research findings and conclusions, we recommend that educational administrators should be mindful of the wages and salaries given to teachers. Also, Educational Administrators should effectively involve teachers in decision making and also recognize their good works to motivate them. Again, Educational Administrators must pay much attention to teachers' personal welfare by providing them with teacher motivation allowances, bungalows, shuttle bus, sponsored medical care, gifts, and school canteen services.

Moreover, since teacher motivation is a nationwide problem, it is necessary for the study to be extended to other regions to either confirm or disprove the findings contained in this study.

### Limitations

Finally there are some limitations to the study. The research was restricted to four (4) selected senior high schools in the Cape Coast Metropolis. This may have a negative effect on the generalization to be made for all senior high schools in the Metropolis. Again, the negative attitude of some respondents also affected the research findings. Some teachers were not cooperative enough and they felt reluctant to answer the questions. This may have affected the true and normal methodology of such respondents. Furthermore the use of questionnaires alone could not permit the researchers to gather all the needed information from the population. There was the need to employ other data collection methods like interviews and observation, but time and financial

constraints did not permit the researchers to carry out this. All these limitations are likely to have an adverse effect on the validity of the result of the study.

## REFERENCES

- Atkinson J.W., Inc (1958) *Motives in Fantasy, Action, and Society: a method of assessment and study*, Oxford, England: Van Nostrand
- Bame, K. N. (2005). *Teachers Motivation and Retention in Ghana*, Accra: Ghana Universities Press.
- Brumback, C.J. (1986). *The Relationship Between Teacher Job Satisfaction & Student Academic Performance*. USA, John Willey And Sons.
- Jones, L.(1979). "The Prediction is the Performance." *Education and Training*. 21 (1), 1-3.
- Locke, E. A. (1969) *The Nature and Causes of Job Satisfaction*. Chicago: Rand McNally Publishers.
- Organ, D., & Bateman, F. (2010) *Job Satisfaction and the Good Soldier: The Relation between Effect and Employee Citizenship*. *Academy of Management*. vol. 8, p.96 – 100.
- Peretomode, V. F. (1992) *Educational Administration: Applied Concepts and Theoretical Perspective for Schools and Practitioners*. Ikeja, Lagos; Joja Press Limited.
- Phipps (1968). *Workers' Participation*, Routledge And Kegan Paul Ltd, Broadway House, U.S.A
- Robbins, S.P., Langton, N. (2001) *Organisational Behaviour*. New Jersey: Prentice Hall.
- Robinson, S.L. (1995). *A Typology of Deviant Workplace Behaviours: A Multidimensional Scaling Study*. *Academy of Management Journal*, 38, 555-572.
- Rudd, W.A and Wiseman (1962), *Sources of Dissatisfaction among a Group of Teachers*: *British Journal of Education Psychology* Volume 32.
- Rue, W.R., Byars, L. B. (2003) *Management: Skills and Application*. New York: Irwin McGraw-Hill.
- Steers, M. R. Porter, W. L. (1987). *Motivation and Work Behaviour*. (4th Edition), New York: McGraw – Hill International
- Torrington, D. & Hall, L. (2005). *Human Resource Management*. England: Pearson Education Limited.
- Young, B.I. (1988). *Teacher Job Satisfaction; A Study of the Overall Job Satisfaction on Work Facet Satisfaction of K-8 Teachers*: *Dissertation Abstracts Int.*, 49(7), 34-35.