

TEACHER MOTIVATION AND QUALITY EDUCATION DELIVERY: A STUDY OF PUBLIC BASIC SCHOOLS IN TAMALE METROPOLIS IN GHANA

KOFI OSEI AKUOKO*; PETER DWUMAH; WAHAB MAHAMA BABA*****

* Department of Sociology and Social Work,
Faculty of Social Sciences, College of Art and Social Sciences,
Kwame Nkrumah University of Science and Technology, Kumasi, Ghana

ABSTRACT

The study aimed at examining the relationship between teacher motivation and delivery of quality education in public basic schools in Tamale metropolis. Stratified random sampling method was used to select 20 public basic schools from the urban and peri-urban areas and 216 respondents were selected from the schools through simple random sampling method. Self-administered questionnaires and simple observation were the methods employed for data collection. Relevant data obtained were analyzed using quantitative methods. Results from a chi-square test showed a significant relationship between teacher motivation and quality education delivery and there was no significant difference in terms of motivation between urban and peri-urban teachers in the metropolis. Majority of the teachers joined the service because of the interest they had in teaching. But the level of motivation was too low. It was recommended that the living and working conditions of teachers should be improved and the opportunity for career advancement should be simplified for teachers to upgrade their professional knowledge and skills.

KEYWORDS: Motivation, Quality education, Extrinsic, Intrinsic, Free compulsory basic education, Single spine salary structure.

INTRODUCTION

In the view of UNESCO (2006), teachers are the most important factor in determining the quality of education that children receive. Voluntary Service Organization also maintained that teachers' motivation is fragile and declining and teachers' performance in contributing to learning is strongly influenced by teacher motivation (VSO, 2002). The issue of teacher motivation is important because of its correlation with the quality of education (Javaid, 2009). The government of Ghana has a responsibility to ensure that teachers perform to the best of their abilities. 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. 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. Given the importance of 'Quality Education for All', the world education conferences in Jomtiem, Thailand (1990), and Dakar, Senegal (2000) and the Millennium Development Goal Two (MDG2) stress the need to ensure at least primary education of equitable quality to be provided for all children. Ghana is one of the countries within the sub-region which is making concerted efforts through policy restructuring to make education accessible to all children of school going age to ensure quality life for all. Thus, the study sought to find out the relationship between teacher motivation and quality education delivery in public basic schools.

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) Ghana has witnessed frequent strikes on the labour front by teachers. Improving the quality of primary education in Ghana is crucial to the nation's quest for improved living conditions, increased economic development and hope for a better future (GPRS, 2003 Annual Report). While a number of policy reforms and social interventions such as Free Compulsory Universal Basic Education (fCUBE), school feeding programme and capitation grants have improved access to Ghana's school-aged population, improving instructional quality and student achievement remain critical challenges. Academic performance of the basic schools based on previous results showed under performance. This revelation clearly shows the declining academic performance in the metropolis. The questions therefore are to what extent are teachers in the metropolis satisfied with their salaries and school environment? What was the level of motivation among teachers in the metropolis? Was there any significant relationship between teacher motivation and quality education delivery? It was in the light of the above questions that the study sought to investigate the relationship between teacher motivation and quality education delivery in public basic schools.

OBJECTIVES OF THE STUDY

The study aimed at examining the relationship between teacher motivation and delivery of quality education in public basic schools in Tamale metropolis. Specifically, the study sought to find the extent to which teachers were satisfied with their salaries and school environment. Also, the study established the level of motivation and the relationship between teacher motivation and quality education delivery.

RESEARCH HYPOTHESIS

H₀: There is no significant relationship between teacher motivation and quality education delivery.

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

H₀: Teachers in peri-urban schools are not better motivated than their urban counterparts.

H_a: Teachers in peri-urban schools are not better motivated than their urban counterparts.

CONCEPTUAL FRAMEWORK

Teacher motivation affects quality education delivery. Both extrinsic factors (including salary and allowances, professional advancement, promotion, award schemes) and intrinsic factors (such as ability and competence, consultation, achievements, recognition and good interpersonal relationship) impact on teacher motivation. Other school factors such as teaching and learning materials (TLM), supervision, attitudes of parents, school management committees (SMC), Parents-Teachers Association (PTA) as well as school environment among others affect teacher motivation. Teacher motivation in turn impacts on their performance in terms of attendance, contact hours and lesson delivery. This ultimately affects quality education delivery manifested in the Basic Education Certificate Examination (BECE) results, Pupil-Teacher Ratio (PTR), Number of Qualified Teachers (NQT), Pupil Core Text Book Ratio (PCTBR), Pupil-Desk Ratio (PDR) and class size.

LITERATURE REVIEW

The concept 'motivation' is concerned with the factors that influence people to behave in certain ways. Motivating other people is about getting them to move in the direction one wants them to go in order to achieve a result. Motivation can be described as goal-directed behaviour. People are motivated when they expect that a course of action is likely to lead to the attainment of a goal and a valued reward - one that satisfies their needs (Armstrong, 2007; Hoy and Miskel, 1991; Tracy (2000) as cited in Ofoegbu (2004). 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).

There are two types of motivation as originally identified by Herzberg, Mausner and Snyderman (1957). Intrinsic motivation is 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). Extrinsic motivation relates to what is done to or for people to motivate them. These include rewards such as increased pay, praise, or promotion, and punishments, such as disciplinary action, withholding pay or criticism, (Armstrong, 2007). It is also influenced by external factors such as salary, providing better working and living conditions and opportunities for in-service training.

There are several theories of motivation which can be applied to studies on teacher motivation. 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, Mausner and Snyderman (1957) listed needs which they termed 'satisfiers'. Process theory focuses on psychological processes which affect motivation, by reference to expectations (Vroom, 1964 cited in Bennell and Akyeampong, 2007), goals (Latham and Locke, 1979 in Huczynski and Buchanan, 2001) and perception of equity.

Johnson Three-Model theory combined expectancy theory, equity theory and Job enrichment theory. Process theories stress the difference in people's needs and focus on the cognitive processes that create these differences.

Teacher motivation has to do with teachers' attitude to work. Teacher motivation could therefore be referred to as those factors that operate within the school system which if not 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 (2001) the following factors 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. Restricted autonomy is believed to be one of the negative influences on teacher motivation.

The findings of EFA report of 2005 revealed that teachers in developing countries 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. 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 Tasnim (2006) found Bangladeshi teachers to be dissatisfied with their salary levels. Also, Zembylas and Papanastasiou (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 issue of teachers' salary must be taken seriously. Akinwumi (2000) 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.

The work environment is another 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 cited in Adelabu, 2005). Facilities in most schools are dilapidated and inadequate as noted by Adelabu (2005) and Sanusi (1998) cited in Adelabu (2005). In comparison of teachers in private and public schools, Kazeem (1999) and Akinwumi (2000), both cited in Adelabu (2005) 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.

The definition of quality education becomes more problematic when quality is conceptualized in terms of a particular aspect of education because as Dare (2005) cited in Ankomah, Koomson, Bosu and Oduro (2005) observes, 'all the elements associated with educational quality are interrelated. 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 (USAID, 2009). Therefore, in defining quality of education, outcomes or results should not be the only focus for quality because the purpose of education is wide and varied based on the individual country (USAID, 2009). This complex situation makes even agreement on quality assessment results problematic.

UNESCO as cited in Education for All (EFA) (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. UNICEF emphasizes five desirable dimensions of quality education: “learners, environment, 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 cited in Ankomah et al (2005)”. In 1990 the World Declaration on Education for All (EFA), 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. The Millennium Conference (the 2000 Dakar Framework for Action) expanded the definition of quality to include 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). (Dakar Framework for Action, 2000 cited in Ankomah et al, 2005).

Etsey (2004) cited in Ankomah et al (2005) showed that the quality of basic education is low in Ghana despite funding by international donors and different interventions to improve the quality of basic public education. According to Kraft (1995) cited in Ankomah et al (2005) there is a dramatic difference between the educational opportunities available to children in rural settings and those who attend school in towns, regional centers and the national capital. Also, there is overwhelming geographical disparity between the southern, central, and northern zones of Ghana in every aspect of schooling. A study of private schools in Ghana by the Educational Assessment and Research Centre (EARC) (2002) shows that parents enroll their children in private schools because they believe the schools offer a better quality education and their performance was higher than public schools. The difference was attributed to the quality of supervision of instruction in private schools. Opare (1999) cited in Ankomah et al (2005) also observed that ‘monitoring and supervision of teacher’s work was more regular in private schools than in public junior secondary schools in Accra and Sekondi-Takoradi. A study by Owusu-Ansah (2005) on time management in schools reported in Ankomah et al (2005) also found that ‘while both private and public schools misused instructional time, the private schools better managed instructional time than the public schools’. Generally, what is common to all the studies is that the quality of education is low. It is lower in rural schools than in urban ones, and lower in public schools than in private schools.

RESEARCH METHODS

Research Setting: Tamale Metropolis is the capital of the Northern Region of Ghana. The Tamale Metropolitan Assembly (TAMA) is one of the 20 districts and the only Metropolitan Assembly in the Northern region. 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. In 1984, the population of the Metropolis was 167,778 inhabitants which rose up to 293,881 in 2000 (GLSS, 2000). 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, the metropolis has a university campus. Apart from this, Tamale has a Polytechnic, two Teacher Training Colleges, Nursing Training College, and Community Health 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 are two hundred and twenty eight (228) kindergartens (KGs), two hundred and fifty seven (257) primary schools and one hundred and three (103) junior high schools (JHS). Apart from this, there are a total of one hundred and sixty seven (167) registered private basic schools in Tamale Metropolitan area (Tamale Metropolitan Education Office).

Research Design: This study was a social survey, cross-sectional in approach and explanatory in content. It aimed at finding out about the state of teachers motivation in Tamale metropolis and to explain the relationship between teacher motivation and quality education delivery.

Sampling Procedure

Target Population: All the teachers in the public basic schools, both primary and JHS, located in the Tamale Metropolitan Area were targeted for the study.

Study Population: The study focused on only the teachers and head teachers from the selected basic schools in the metropolis. The study population was obtained from the schools selected for the study.

Unit of Analysis: The individual teachers and headteachers constituted the sampling units for this study. In this study therefore, the teachers' opinions and characteristics were sought to study the motivational levels of teachers and its effect on quality education delivery in public basic schools in the Tamale metropolis of Ghana.

Sampling frame: The list of all public basic schools and their teachers constituted the sampling frame for the study. The list of schools was obtained from the Metropolitan Education Office in Tamale. 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.

Sample Selection and Sample Size: Stratified random sampling technique was used to select 20 public basic schools with both primary schools and JHS from urban and peri-urban areas. Stratified sampling was used to ensure that the data was fairly representative of the views of the population. The total number of teachers from the selected 20 public basic schools was 300. From tabulated values of different sample sizes, a population of 300 individuals requires a minimum sample size of 168 for a 95% confidence level at 5% margin of error (Saunders, Lewis and Thornhill, 2009). Therefore, a simple random sampling technique was used to select 216 respondents for the study. This consisted of 191 teachers and 25 head teachers.

Methods for Collecting Primary Data: Primary data was collected using self-administered questionnaire. Another data collection method adopted in this study was simple observation. The researchers observed the activities taking place within the physical environment with regard to teaching, learning, the interaction between teachers and pupils, and the availability of both teaching and learning materials and visiting of libraries.

Piloting of the questionnaire: A pilot study of the questionnaire was undertaken using twenty five (25) teachers and five (5) head teachers from five public basic schools in Savelugu/Nanton District to ascertain whether the concepts used would be well understood by respondents and the time taken to complete the questionnaire which ranged from 20 to 30 minutes was adequate.

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 the Single Spine Salary Structure (SSSS). The basic schools vacation period was another limiting factor. The researchers had to wait for schools to resume before they could continue to solicit information for the study. Reluctance of some teachers to provide information especially as a result of their dissatisfaction about SSSS implementation was another problem that could not be understated. To ensure higher response rate the researchers made their objectives of the study known to the teachers and further assured them of confidentiality.

Data Management: After administering the instrument, the data collected 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.

Ethical Issues: There were a number of ethical considerations made during the study. Voluntary participation was encouraged. Responding to interviews and filling of questionnaires required significant time and energy and its participation could disrupt the respondents' regular activity. For this reason, the researchers explained the objectives and significance of the study to the respondents and allowed them to exercise their right to voluntary participation. Respondents could be harmed psychologically by questions bordering on their living and working conditions, attendance and punctuality to school, salary satisfaction and receipt of allowances. To avoid the psychological harm, questions were framed in a manner that was not offensive. They were assured that the information they provided would be kept confidential. To ensure this, the researchers removed information that required identification of names of respondents and schools, and replaced them with identification letters and numbers so that a follow-up could be made for clarification purposes if there was a need.

ANALYSIS AND INTERPRETATION OF DATA

Socio-Demographic Characteristics of Respondents

Age of Respondents: Age is an essential factor in determining labour force participation in work organization. The data revealed that 42.6% of respondents were within the ages of 30-39, 29.2% fell between 20-29 years, 19.4% 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. It was revealed that majority of the respondents were in their youthful age and could work for longer years in the service.

Sex: It was revealed that an overwhelming majority (65.7%) of respondents were male teachers while 34.3% were female teachers. This reflected the male dominance in Ghanaian formal sector employment.

Marital Status: The data showed that majority of the respondents (63%) were married and 27.3% were single and had never married. 9.7% were divorced or widowed or separated.

Educational background: 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 indicated that 48.6% had university education and 42.6% had teachers' certificate 'A'. Only 6.5% of the respondents completed vocational/technical schools and 1.85% had secondary school certificates and only one person had finished a commercial school. The study revealed that majority (90.7%) of public basic school teachers in Tamale Metropolis were professionally trained, whereas 9.3% were not professionally trained.

Decision to become a teacher: 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. 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’’.

The best incentive that motivates teachers: In an answer to a question about the best incentives that could motivate teachers to be committed to their work the data indicated that 24% of respondents from both urban and peri-urban schools said improvement of salary and allowances could motivate them to work hard. Also, 22.2% of the respondents indicated that the best motivating factor was conducive environment whilst 14.8% considered regular promotion as best motivational factor for 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.

Receipt of allowances and benefits: The information gathered from the field revealed that 89.5% of the teachers 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 head-teachers interviewed confirmed that they received allowances.

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. As to what kind of non-monetary benefits respondents received some teachers indicated accommodation facility whereas one person 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 and exposure from workshops, and experience and respect from colleagues and the society.

Level of satisfaction with school environment: The data showed that the majority of both males (83.8%) and females (78.2%) teachers were not satisfied with the schools environment. However, 18.3% of male teachers and 9.5% female teachers said they were satisfied with their schools’ environment. The data confirmed Sanusi (1998), Adelabu (2003) and Kazeem (1999) as cited in Ankomah et al, (2005) in their studies in Nigerian schools and therefore greater attention should be given to improving work-related conditions of teachers to improve the quality of education.

Relationship between teachers and parents: The analysis regarding the 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 (50.8%) of urban teachers agreed with the positive working relationship with parents. The results from this analysis showed generally positive working relationship between parents and teachers in the various schools.

Level of job motivation: It was revealed that 38.9% of respondents' specified that motivational level of teachers 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.

Quality education delivery: On the question of quality education delivery certain variables were examined. 92.7% of respondents agreed that teachers had knowledge and skills to do their work. Thus, data presented depicted quality human resource in terms of knowledge and skills in the metropolis. Concerning the problem of teacher absenteeism in schools, 53.4% of teachers indicated that absenteeism was not a problem in their schools. It was specified that 78.9% of the respondents from urban and peri-urban schools agreed that school inspectors paid them regular visits whilst 13.4% disagreed that school inspectors visited them regularly. Thus, the analysis clearly explained that the schools did not have problems with inspectors' visit.

Measuring quality education delivery: Indicators to measure quality education delivery were also discussed. The pupil-teacher ratio (PTR) of 1:31 was not very high in the schools selected for the study. The study revealed that PTR in general was within the national projection of 1:35 by 2015 (MOESS, 2008). The class size is the number of students over the total number of classes in a school. In this regard, the data revealed that 8,852 students had access to only 151 classrooms which meant that one classroom had 57 students. This was above the GES approved classroom condition for effective teaching and learning. But the researchers in the course of data collection noted that there were some schools with over one hundred students in one classroom. It was revealed that 90% were qualified or professional teachers. It therefore meant that the metropolis had no problem with shortage of professional teachers. The metropolis had more trained teachers which was far ahead of national average of 59.4%. 48% of the headteachers indicated that the pupil core-text book ratio was 4:1 which meant that every three students were entitled to one of the four core textbooks (English, Mathematics, Integrated Science and Social Studies text books). A few respondents (24%) explained that the ratio was 3:1 which explained the unavailability of the textbooks. The GES textbook policy states that each pupil in basic school should have access on an individual basis to a textbook in the core subjects on an individual basis. 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.

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 libraries well equipped with books and one school had library books stored in the headteacher's office because of lack of space to serve as a library. None of the selected schools had laboratory facility.

Factors Accounting For Lack of Quality Delivery of Education: When respondents were asked to indicate their views on the causes of low quality delivery of education in their schools,

21.8% of respondents from both urban and peri-urban schools indicated lack of teaching and learning materials (TLMs) such as textbooks, teachers' guide and syllabuses, mathematical instruments, laboratory equipments. 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 poor 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 of ICT facilities 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 analyzed depicted that majority of the respondents attributed low quality delivery of education in their schools to lack of TLMs, teachers' commitment to work, ineffective evaluation of students, adequate educational facilities among others were the factors which contributed to low quality education delivery in basic schools.

Measures to improve quality education delivery: In response to a question as to how to improve quality education in the metropolis, 37% 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 availability of TLMs, 7.4% indicated effective supervision by circuit supervisors and GES officers to supplement the work of head teachers. Another group of respondents constituting 13% said that quality education could be improved if there was a good relationship among stakeholders in education. 6.5% of respondents explained that quality education could be achieved if teachers were encouraged and allowed to upgrade their skills and knowledge to be abreast with current educational development. An appreciable number of respondents (11.1%) thought quality education delivery would improve if teachers were given already prepared lesson notes and empowering the head teachers to sanction recalcitrant or truant teachers.

Testing of Hypotheses

Hypothesis 1

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.

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). The study tested the hypothesis that there is no significant relationship between teacher motivation and quality education delivery.

Table 3: Computation of Test Statistics (chi-square) From Sample Data

Cells	fo	Fe	fo-fe	(fo-fe) ²	$\frac{\sum(fo-fe)^2}{fe}$
A	13	16.80	-3.8	14.44	0.860
B	6	2.20	3.8	14.44	6.563
C	9	12.38	-3.38	11.42	0.922
D	5	1.62	3.38	11.42	8.901
E	169	161.82	7.18	51.55	0.319
F	14	21.18	-7.18	51.55	2.433
					19.998

Calculated (χ^2) value is 19.998; (χ^2) Critical value is 5.991; df is 2; $\alpha = 0.05$

The computed chi-square obtained (19.998) is greater than the chi-square critical value (5.991) at a significant level of 5%. As such we rejected the null hypothesis and concluded that there was a significant relationship between teacher motivation and quality education delivery in the schools within the Tamale metropolis.

Hypothesis II

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.

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

Therefore, χ^2 critical value = 5.991

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

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

Cells	fo	fe	fo-fe	(fo-fe) ²	$\frac{(fo-fe)^2}{fe}$
A	29	31.25	-2.25	5.064	0.162
B	46	43.75	2.25	5.064	0.116
C	37	35	2	4	0.114
D	47	49	-2	4	0.082
E	24	23.75	0.25	0.063	0.003
F	33	33.25	-0.25	0.063	0.002
$\chi^2 = \sum \frac{(fo-fe)^2}{fe}$					0.479

$$fe = \frac{(\text{Row Total}) (\text{Column Total})}{\text{Grand Total}} = \mathbf{fe = (RT) (CT)/GT}$$

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

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

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

Decision rule: Accept or fail to reject H_0 if χ^2 Obtained < χ^2 Critical

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 null hypothesis 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.

DISCUSSION OF FINDINGS

The study revealed that majority (65.74%) of respondents was male teachers while 34.24% of the respondents were female teachers. Male dominance was not an isolated case in the Ghana Education Service (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. For instance it was believed that women were supposed to perform basically reproductive and domestic roles in the society. Until recently, these socio-cultural factors made it extremely difficult and challenging for many 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 Tasnim, (2006) that “women are supposed to be more concerned with taking care of the home, of the children, and of people in general...” and as such their numbers are minimal in most modern occupational environments.

Age being an essential determinant of labour force participation in most organizations, revealed that overwhelming majority (91.67%) was within the ages of 20-49 which was an active working group in Ghana. On the basis of this, agitations for better living and working conditions were not uncommon since majority of respondents were married and they recommended improvement of salary and allowances. Since majority of the respondents (63%) were married it explained that they 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.

A key finding was that 90.8% of the respondents were professionally trained teachers and 48.2% had university education because of the introduction of distance education programme in Ghana. This reinforced the fact that the metropolis in terms of quality human resource (teachers) did not have much problem.

Another finding was that the respondents decided to go into the teaching profession because they had interest in teaching. Among the professional and non-professional teachers, 58.3% said they were interested in teaching as a profession. 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 they had interest in teaching as a profession.

The study found that the best incentive to motivate teachers to be committed to their work was improvement on salaries and allowances which could motivate them to work hard. This finding corroborated studies by Bennel (2004) and EFA Report of 2005. In relation to the environment, the respondents were of the view that conducive environment and regular promotions were best

motivating factors. Also, the respondents considered award schemes, participation in decision making, respecting and recognizing their work, excellent pupils' academic performance and teachers' competence as best motivating factors.

A key finding was that majority of the respondents were not satisfied with the schools' environment. In fact, places of convenience in most of the schools were not in good state and some schools did not have any at all. 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, the teachers abandoned staff common rooms which were not comfortable. 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.

The study found out that another 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, lack of effective evaluation of pupils, poor relationship among stakeholders in educational delivery, lack of effective supervision of teachers and lack of teachers' knowledge and skills of the subjects they teach.

The findings of study showed that circuit supervisors paid regular visits to the schools in both urban and peri-urban basic schools in the metropolis. 78.9% from peri-urban schools and 71.4% urban teachers agreed that supervisors regularly visited their schools. Taking this revelation into consideration, it was clear that circuit supervisors' visited the schools but the real problem could be lack of effective supervision of teachers' work.

With regard to class size, the study revealed that the total (8,852) number of students in the schools had only 151 classrooms which meant one classroom had 57 students. This was more than the GES approved classroom condition for effective teaching and learning. The researchers also noted that some schools had over one hundred students sitting in one classroom making movement in the classroom difficult for both teachers and students which increased their workload and affected their motivation. The finding confirmed a study conducted by Asamoah-Gyimah and Felix (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 pointed out that larger classrooms and increased workloads acted as de-motivators in African countries.

Another finding was that the Pupil-Core-Textbook-Ratio (PCTBR) 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. No one indicated the GES approved ratio of 1:4 or 1:3 in his or her school. But the GES textbook policy states that each pupil in basic education should have access on an individual basis to a textbook in the core subjects (The Education Sector Report, 2004). The EFA Global Monitoring Report of 2005 showed that levels of cognitive achievement were significantly improved by the provision of textbooks and pedagogic materials".

With regards to furniture used by the pupils the study showed that 80% of schools used 'dual-desk' with pupil-desk-ratio of 3:1 which meant that a desk which was made for two students was occupied by three students. Another source of poor academic performance in the schools was unavailability of library and laboratory facilities. About 90% of the schools visited had no library facility and none of the selected schools had laboratory facility.

To find out about the relationship between teacher motivation and delivery of quality education, a chi-square test was conducted at 95% level of confidence to test the null hypothesis. It was revealed that the computed chi-square value of 19.998 obtained was greater than the chi-square critical value of 5.991. Therefore, the null hypothesis was rejected 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 studies by Ubom (2002) and Akinwumi (2000) as cited in Adelabu (2005) studies in Nigeria that motivation of teachers would significantly enhance teacher commitment and performance. -

The second hypothesis sought to find out whether teachers in the peri-urban schools were better motivated than their urban counterparts. The chi-square test 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 failed to reject the null hypothesis and thus, failed to conclude that teachers in the peri-urban schools were better motivated than their urban counterparts within the Tamale metropolis. The finding therefore revealed that the Government of Ghana's policy on providing incentive packages for teachers in rural and deprived areas to motivate them 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 was not effective.

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. However, all the head teachers who were interviewed confirmed that they received some allowances. But the study revealed a considerable amount of ignorance about the existence of these legitimate allowances for teachers.

RECOMMENDATIONS

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

There is the need for improvement of teachers' salaries and allowances. In fact paying them living wages is necessary to help motivate and attract quality teachers for quality education delivery.

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 minimize congestion in the existing classrooms. Besides, they should construct decent staff common rooms and offices for teachers and head teachers to keep teachers in schools.

Also, the absence of toilet and urinal facilities creates uncomfortable conditions for teachers. Therefore, decent places of convenience should be constructed for schools that do not have them and the existing dilapidated ones should be renovated to keep teachers in school.

Despite the introduction of professional allowances and teacher retention premium, an overwhelming majority (89.5%) of teachers did not know about the existence of these allowances. There is therefore the need for educational programmes to explain to teachers about their rights and privileges as well as their responsibilities and obligations. Teachers should also be encouraged to show interest in getting knowledge about issues that concern their welfare.

To improve quality education delivery, it is recommended that measures such as supervision of teachers by circuit supervisors and GES officers, effective evaluation of students by teachers, granting of study leave with pay to deserving teachers to upgrade their skills and knowledge, timely provision of TLMs and the promotion of good working relation among teachers and provision of more furniture for students should be put in place and sustained.

CONCLUSION

Access to quality basic education for children of school going age in Ghana is a constitutional provision. It is equally one of the millennium development goals to which Ghana subscribed as a member of United Nations (UN). Apart from gaining access, teachers are the most important factor in determining quality education that children receive. For this reason, the Government of Ghana and other stakeholders in education have a responsibility to ensure that teachers are well motivated in order to deliver their best in terms of imparting knowledge to children.

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