

**THE EFFECT OF MOTIVATION ON TEACHERS' WORK PERFORMANCE IN  
PUBLIC SENIOR HIGH SCHOOLS IN THE SEKYERE SOUTH DISTRICT**

**By**

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## DECLARATION

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

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## **DEDICATION**

This thesis is dedicated to the memory of my dear parents Opanyin Kwame Oppong and Maame Abena Osaah who ensured that their son attained formal education. It is also dedicated to my siblings who have been a source of strength and support to me over the years.

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## ABSTRACT

This study was conducted to establish the effects motivation has on teachers' work performance in public Senior High Schools in the Sekyere South District of the Ashanti Region. A cross-sectional design which employed quantitative techniques of data collection and analysis is utilized. Two hundred and thirty two (232) teachers were sampled for the study. Quantitative data was collected through structured questionnaire that was designed by researcher for the study. Basic descriptive statistics such as frequencies, percentages and means were used in the univariate analysis. Bivariate analysis using chi-square test of independence was conducted to determine the relationship between motivation and work performance. The effect of motivation on teachers' performance was determined by the selection of a multivariate which utilized a; Direct logistic regression model. The relationship between class size and teachers' performance revealed a non-signification relationship between class size and teachers' performance ( $\chi^2 = 6.845, p = .144$ ). School environment was also non-significantly related to teachers' performance ( $\chi^2 = 0.103, p = .749, phi = -0.020$ ). The Direct logistic regression analysis revealed that non-cash incentive, cash incentive, school environment and class size put together, has an effect on teachers' performance. These factors, however, did not independently predict ( $p > 0.05$ ) good performance of teachers. Teachers with small class size (i.e. between 40 – 49 students) were however 2 times more likely (OR= 2.73) to perform better than those with large class sizes. The odds' of performing better was also high among teachers whose school environment was conducive and who benefited from non-cash incentives. The study concludes that a strategic mix of cash and non-cash incentives is required on a sustained basis for teachers' motivation and increased performance.

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## **LIST OF ABBREVIATIONS**

<b>GES</b>	-	Ghana Education Service
<b>JHS</b>	-	Junior High School
<b>INEE:</b>	-	International Network for Education in Emergencies
<b>PTA</b>	-	Parents Teachers' Association
<b>SHS</b>	-	Senior High School
<b>SPSS</b>	-	Statistical Package for Social Scientist
<b>R I</b>	-	Research Instrument
<b>SSD</b>	-	Sekyere South District
<b>WASSCE</b>	-	West African Senior High School Certificate Exams

## **CHAPTER ONE**

### **INTRODUCTION**

This study explored the effects of motivation on teachers' work performance in Public Schools in the Sekyere South District of the Ashanti Region of Ghana. This chapter deals with research themes regarding the background of the study, statement of the problem, theoretical framework, objectives, and research questions of the study. It further looks at the research hypothesis, significance and scope of the study. It concludes with a presentation on the organization of the study.

#### **1.1 Background of the study**

Teachers occupy a strategic position in nation building in any country, especially at the senior high level where career interests are explicitly expressed for the first time among students. Teachers are responsible for moulding students into productive human resources for nation building. Since teachers are the key to the human resource base of the future, they ought to be effectively and adequately motivated to execute their duties and maximize teaching potentials. A motivated teacher is one who not only feels satisfied with his or her job, but also is empowered to strive for excellence and growth in instructional practice and holistic development of the educational system especially the studentship. Motivation determines the work performance of labour, irrespective of the industry.

The actions and inactions of teachers in secondary schools have a protracted influence on the future potential development of their students. Teachers dutifully transfer knowledge,

skills and value systems overlaid with their personalities to their students. This makes teachers instrumental in moulding the dreams and aspirations of students, and by inference the development of (their) significant careers and professions that eventually drive the productive machinery of the country and the global workforce in general. Teachers' work performance may be described as their output, enthusiasm and their level of investment into their students to help them achieve their career potentials and manifest output. Teachers performance output is a function of many variables; physical, psychological, social, religious, economic, cognitive and emotional; yet, many of these variables are very difficult to measure and analyze.

The teacher is the one who determines the implementation of the teaching and learning plan in the classroom. Teachers' seriousness in teaching depends on teacher's work motivation and professional competencies (Sahertian, 2000). The teacher is the controller of education and Chief Executive Officer (CEO) in the classroom, for this reason, the motivation of the teacher should not be taken for granted. All organizations should be concerned with what should be done to achieve sustained high levels of performance through people. This means giving close attention to how individuals can best be motivated through such means as incentives, rewards, leadership participation and, importantly, the work they do and the organizational context within which they carry out that work.

Studies have shown that there is a significant relationship between motivation and the teacher's performance. Gagne (1999) and Hamalik (2002) had stated that whatever the

curriculum designed, it would not be successful if teachers do not give their best of performance.

The determinants of teachers' work performance conceptually form a complicated mix of factors and their interactions. There are many known intrinsic and extrinsic factors that interact to explain teachers' work performance adequately. Of all the possible explanatory variables for teacher work performance, motivation is the critical element that directly affects teaching productivity. Analoui (2000) in his study of productivity and service quality described motivation as what guides people's actions and behaviours toward achievement of specific goals and set targets.

Teachers' work performance is a concern of every forward looking stakeholder in the society. This has made teacher motivation become an important issue for researchers given the level of influence they wield on growing minds of school children. It is argued that satisfied teachers are generally more productive and can influence students' achievement (Mertler, 1992).

It has been studied many times and proven that with increased motivation productivity increases. According to Nean, (1999), Motivation and productivity are twin concepts in organizational development. First, motivation works as the means toward attaining productivity as an end. Also, motivation is the best cause to reach productivity as a favorable effect. Finally, motivation is the stimulus to trigger productivity as a response. All these are concrete connections between the two factors that have been established from several inquiries into the subject matter. (Nean, 1999)

There are two basic ways to motivate a person (Mustafa & Othman, 2010). One is through extrinsic motivation or material satisfaction (Ryan & Deci 2000), and the other is through intrinsic motivation or providing intangible rewards (Wigfield et al, 2004). This research tries to determine the effects of these motivational packages on the teachers' work performance in the Sekyere South District.

## **1.2 Statement of the Problem**

The generic effect of motivation on productivity is established in the extant literature. However, the effect of motivation on teachers' work performance in Sekyere South has not been studied and so the effect of motivation on teachers' productivity within the Sekyere South District cannot be determined. This is a gap in the literature which this study sought to determine the specific motivational variables and its effects.

It is established that children in private schools perform better than those in public or community schools. Again, examination figures indicate that urban schools have good results relative to rural schools (Eilor, 2004). In the subject areas of mathematics, reading, science and social studies, there have been a deterioration over the years (UPE policy brief 10, February 2006). The Sekyere South District is composed mainly of rural communities and shows evidence of the problem of low academic performance. This is a concern for policy makers and implementers, as well as students, parents, and the community at large. This study sought to determine the specific motivational variables that could be controlling educational characteristics in the district.

In a similar vein, general academic performance in Ghana is no better because the academic performance of schools from rural region is almost always unimpressive. Irrespective of that, pockets of professional teachers are still able to help their students to do well in comparative terms. This suggests that all other professional teachers could also do the same (Meek, 1989) including those in the Sekyere South District. Meek (1989) opined that, the key to all skilled teachers performing well is motivation. It is therefore clear that with proper motivation, teachers in the Sekyere South District could improve upon their performance which in effect has a positive impact on students' academic achievements. Deducing from the above discussions, this study was conducted to assess the effect motivation has on the performance of teachers in Public Senior High Schools in the Sekyere South District.

The aim is to develop motivation processes and a work environment that will help to ensure that individuals deliver results in accordance with the expectations of management. The teacher like all other workers also needs to be motivated.

### **1.3 Theoretical framework of study**

This study draws its theoretical underpinning from Vroom's (1964) Valency Instrumental Expectancy theory. Vroom's (1964) Valency Instrumental Expectancy theory explains why people such as teachers work and behave in the way they do in terms of efforts and direction they take (Aacha, 2010). It also describes what organizations do to encourage their employees to apply their efforts and abilities to achieve desired goals as well as satisfying individual needs. Vroom's (1964) instrumentality theory represents the first



attempt to use cognitively-oriented assumptions as the basis for a general theory of work motivation.

Vroom defines motivation as the "force" impelling a person to perform a particular action, as determined by the interaction of (a) the person's expectancy that his act will be followed by a particular outcome, and (b) the valence, which is the value the individual places on the rewards based on their needs, goals and values of that (first-level) outcome. This valence, in turn, is a function of "the valences of all other (second-level) outcomes instrumentality for the attainment of these other outcomes." First-level outcomes are the direct result of behavior (e.g., performing at a certain level, entering a certain work role), and they achieve their valence through their instrumentality for the securing of second-level outcomes (e.g., pay, promotion, recognition), which may have a valence in and of themselves or which may have valence because they lead to still other outcomes (Lawler & Suttle, 1973).

Relating this theory to the present study it can be assumed that teachers will be motivated to produce only if they expect that productivity will lead to the goal they value. Increased effort will lead to increased performance. Satisfaction from the initial effort therefore must be efficiently great or equitable to make the effort worthwhile and there must be a feedback. When discharging professional duty as a teacher, motivation is very important because without motivation, the work being done will not achieve the objective and will not be done well (Humanika, 2010). This theory was therefore adopted to guide the study on the effects of motivation on the performance of SHS teachers in Sekyere South District.

## **1.4 Research Objectives**

The main aim of the present study was to determine the effects of motivation on teachers' performance in Public Senior High Schools in the Sekyere South District.

Specifically, the study also sought to:

1. Identify cash incentives effect on teachers' performance in the district.
2. Identify non-cash incentives effect on teachers' performance in the district.
3. Determine the relationship between class size and teachers' performance.
4. Ascertain if school physical environment significantly relates to teachers' performance.

## **1.5 Research Questions**

To achieve the objectives the following research questions were deduced:

1. Does cash incentive affect teachers' performance?
2. Does non-cash incentive affect teachers' performance?
3. Does class size significantly associate with teachers' performance?
4. Does the school's physical environment affect teachers' performance?

## **1.6 Research Hypotheses**

The following hypothesis were advanced and tested at the 0.05 level of significance:

1. **H1:** Cash incentives will significantly affect teachers' performance.

**Ho:** Cash incentive will not significantly affect teachers' performance.

2. **H1:** Non-cash incentives will significantly affect performance.

**H<sub>0</sub>:** Non-cash incentives will not significantly affect performance.

3. **H<sub>1</sub>:** Small class size will significantly affect perform

**H<sub>0</sub>:** Small class size will not significantly affect performance

4. **H<sub>1</sub>:** Teachers' performance relates to schools physical environment.

**H<sub>0</sub>:** Teachers performance does not relate to schools physical environment

### **1.7 Significance of the study**

One topic of interest to education managers and researchers is teacher work performance which mostly stems from motivation. Generally, attempts to categorize work motivation theories fail because there is no single all-purpose theory that explains all the factors involved in creating a working theory to include intrinsic motivation, external motivation, and the social aspects of human behavior. This is why it is important to study motivation as it applies to teachers' work performance.

This research is aimed at finding out what teacher motivation is, what forms of motivation are available to the teacher in the public school, and how they can influence performance of the teacher. Literature shows that a well-motivated teacher becomes efficacious and such teacher tries various teaching strategies with students who struggle to cope with the rest of the class. Motivated teachers are more likely to apply all the positive classroom management strategies in the teaching process. They are usually not quick to refer students to special education classes, and they maintain a positive outlook when teaching difficult students (Henson, 2001; Pinkston-Miles, 2003; Scharlach, 2008).

The research sought to find the best motivational package that would increase the number of teachers who replicated the actions of motivated teachers as described above.

The findings from this study are likely to have great implications for the government G.E.S and other stakeholders of public schools to find a solution to the fallen standard of education in the Sekyere South District and Ghana as a whole.

### **1.8 Scope of the study**

The study is geographically limited to public SHS teachers in the Sekyere South District. These Schools include, Adu Gyamfi Senior High, Agona Adventist Senior High, Agona Senior High Technical School, Konadu Yiadom Senior High, and Okomfo Anokye Senior High.

Contextually the study broadly encapsulates the concepts of motivation and job performance. The concept of motivation as it relates to factors such as; social and physical environment, parents' kind gesture and cash gestures, perceived status of the teacher in the school locality, teaching and learning materials and the availability of government facilities to teachers as teaching resources of motivation are examined.

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## **CHAPTER TWO**

### **REVIEW OF LITERATURE**

#### **2.0 Introduction**

The chapter provides a review of related literature on the subject of study. Major themes in the extant literature including: motivation and work performance, categories of motivation and theories of motivation are reviewed. The chapter concludes with a conceptual framework based on the emerging themes of the literature.

#### **2.1 Motivation and Work Performance**

Teachers are arguably a significant category of professionals that train the nation's human resources for the present and future national development. However, it is disturbing to find that many of today's teachers are dissatisfied with their jobs and this has had a negative toll on their productivity (Bishay, 1996). It is therefore necessary for the Ministry of Education and the Ghana Education Service to discover and implement sustaining mechanisms of motivation to teachers to boost productivity.

According to Armstrong (2010) all organizations are concerned with what should be done to achieve sustained high levels of performance through people. This means giving close attention to how individuals can best be motivated through such means as incentives, rewards, leadership participation and, importantly, the work they do and the organizational context within which they carry out that work. Organizations survival is based on the performance of employees (Hoy & Miskel, 1987). However within the Ministry of Education, teachers motivation has been a problem (Ampofo, 2012).

Lunenberg and Ornstein (2008), Miller (1992) cited in Donko and Akuoko (2012) indicate that school administrators widely agree that motivation is a critical determinant of performance in organization, but there is less agreement on the definition of the word motivation. To them motivation is defined as those processes within an individual that stimulate behavior and channel it in ways that should benefit the organization as a whole.

It has been observed that, there are mounting concerns that unacceptably high proportions of teachers working in public school systems in many developing countries are poorly motivated and that even though performance is not well documented, one cannot gloss over performance of teachers in areas like classroom management, participation in sports, guidance and counseling, conducting fieldwork among other activities (Aacha, 2010). Mustafa and Othman (2010) emphasized that irrespective of how good the curriculum designed may be, it would not be successful if teachers are not serious with their duty, and that this seriousness is a function of teachers' motivation. This argument is fully supported by Lewis, Goodman & Fandt( 1995) that in .all organizations be it private or public do not only survive on their abilities but also motivation of their employees as well. Rabey (2001) argued that the ingredients of motivation lie within us all, and he stressed that, circumstances and situations will determine the stimulus which will generate response to drive forward, withdraw or wait for a further signal. Once the response is decided, the degree of general purpose enthusiasm evoked will control the momentum, for people in the workplace.

Analoui (2000) cited in Aacha (2010) asserts that deteriorating standards of professional conduct, poor professional performance, including serious misbehavior of teachers in and

outside of school is a reflection of low teacher motivation. It also manifests in teacher absenteeism; teacher centered teaching practice, and teachers becoming less and less devoted to co-curricular activities.

In doing professional duty as a teacher, motivation, intrinsic or extrinsic are very important because without them the work being done will not achieve the objective and will not be done well (Mustafa & Othman, 2010). Meek (1989) is also in support of this notion and it is clear in his writing about the achievements of Jaime Escalante a popular American teacher. He indicated that, once a skilled teacher in one part of a country can help his students reach "the highest possible degree of personal development" then it seems that other teachers across the country should also be able to achieve similar results through motivation.

Be it public or private, an organization's ability to survival depends on the motivation of its employees, even though their abilities play important role in determining their work performance, it is not as crucial as their motivation (Lewis, Goodman & Fandt, 1995). There is a wide range of views about teacher motivation in Africa and South Asia, most of which are country specific. However, there appear to be mounting concerns that unacceptably high proportions of teachers working in public school systems in many developing countries are poorly motivated due to a combination of low morale and job satisfaction, poor incentives, and inadequate controls and other behavioral sanctions (Aacha, 2010).

In the opinion of Armstrong (2010), the process of motivation is much more complex than many people believe. According to him people have kinds of needs. They establish

different goals to satisfy those needs whilst they take different actions to achieve those goals. Aacha (2010) quoting Bennell (2004) reports on the 2000 EFA Country Assessment for Pakistan noted that poor teacher motivation is a colossal problem', which is seriously compounded by political interference.

Teachers' motivation is very important to organizations in order to enable them meet individual needs and achieve organizational objectives. Akuoko and Donkor (2012), Ololube (2006) citing Ifinedo (2003) demonstrated that a motivated worker is easy to spot by his or her agility, dedication, enthusiasm, focus, zeal, and general performance and contribution to organizational objectives and goals.

## **2.2 Categories of Motivation**

Generally motivation can be grouped into two, intrinsic motivation and extrinsic motivation. In doing professional duty as a teacher, motivation is very important because without motivation, the work being done will not achieve the objective and will not be done well. According to Mustafa and Othman (2010) when there is intrinsic and extrinsic motivation, teachers can always think positively, be innovative, and try to use new methods in teaching and learning.

Extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome (Ryan & Deci, 2000). It can have an immediate and powerful effect, but it will not necessarily last long even though, the anticipated pleasure continue to be a motivator even when the task to be done holds little or no interest (Armstrong 2010). Aacha (2010) reported that the effects of monetary and non-monetary



rewards on motivation of teachers are enormous with professional allowances having great significance in motivating teachers to do their work effectively. Mensah (2011) cited Akintoye (2000) who made the assertion that money remains the most significant motivational strategy. NIEE (2004) in agreement to this indicated that teachers may be compensated through food, training, or special assistance such as shelter, transport but if they are not paid well they will not teach regularly. In agreement to this assertion, Armstrong (2010) indicated that extrinsic motivators can have an immediate and powerful effect on performance.

The five factors that keep teachers motivated and satisfied according to Nyarko (2010) are: sufficient salary so that financial problems at home will be reduced; a more conducive room suitable for best teaching-learning outcomes; administrators keenness on the professional growth of the teachers, that who qualified for the next higher position should not be deprived of such privilege. The rest are, teachers should be allowed to participate in seminars and workshops so that they will have a change of environment and always maintain a harmonious relationship and make sure that all the teachers are properly motivated and encouraged from time to time.

Ampofo (2012) reported that extrinsic motivation such as lack of accommodation, inadequate teaching and learning materials, poor supervision by heads of Senior High Schools are the main causes of poor performance of teachers. This notwithstanding, Bishay (1996) made it clear that monetary incentives have been found to be unsuccessful in increasing motivation. However, if compensation is irregular or frequently withheld, teacher motivation may be affected. Therefore, an established teacher compensation

system helps to stabilize the education system and decreases teacher absenteeism and turnover (International Network for Education in Emergencies, 2004).

Intrinsic motivation on the other hand is a motivation that comes from inside an individual rather than from any external or outside rewards, such as money or grade (Wigfield et al, 2004). Dozier (2011) defined motivation as the internalized drive that is more dominant in an individual at a given moment. She argued that there is no way that a person can be motivated by another person. The only thing that a person can do to help a non-motivated individual is to be in a position to create an environment that is conducive enough to aid in that person's realization of oneself by making a personal choice to respond to the inner motivation (Rabey, 2001).

Intrinsic motivation such as, job security and good working conditions, authority and independence are somehow strong motivational factors that affect teacher performance, Bainbridge (2013) posits that intrinsic rewards such as recognition has the potential to create role models and communicates the standards of best professional practices. Intrinsic motivation brings about great performance (Aacha, 2010). Ryan and Deci (2000) rather define intrinsic motivation as a situation whereby people undertake an activity for its inherent satisfactions rather than for some separable consequence and in another sense they argued that intrinsic motivation exists in the relation between individuals and activities. The lower self-esteem of teachers which is caused by their work and living environment, housing problems and others is generally de-motivating (Bennell, 2004) and it is also true that the absence of High pay scale, regularity of pay, in-service training programmes, P.T.A facilities, residence for teachers in the school

locality are a reason for poor motivation but the presence of these does not guarantee motivation (Herzberg, 1964). For this reason, Aacha (2010) emphasised that, for employees to perform and have better results, a token of appreciation can go a long way to motivate them.

In summary, extrinsic motivators can have an immediate and powerful effect, but it will not necessarily last long. The intrinsic motivators, which are concerned with the 'quality of working life' are likely to have a deeper and longer-term effect because they are inherent in individuals and not imposed from outside (Armstrong, 2010)

## **2.3 Theories of Motivation**

This section reviews the literature on two main categories of theories of motivation. Content Theories and Process Theories.

### **2.3.1 Content Theories**

Content theories can also be referred to as need-based theories. These theories try to explain the numerous factors that are responsible for a person's desire to perform work or behave in a certain way. They explain motivation primarily as a phenomenon that occurs intrinsically, or within an individual. Ololube (2006) recognized two need-based theorists and their theories: Maslow's hierarchy of needs and Herzberg's two factor theory. Clayton Alderfer also revised Maslow's hierarchy of needs and labeled it as ERG theory (Rubbins, 1996). ERG theory and McClelland's theory of needs can be regarded as contemporary theories of need-based theories because they represent the current state of the art in explaining employee motivation (Rubbins, 1996).

### **2.3.1.1 Maslow's Hierarchy of needs theory**

Abraham Maslow developed the Hierarchy of Needs model in 1940-50s and the Hierarchy of Needs theory remains valid today for understanding human motivation, (Robbins 1996). Ololube (2006) citing Maslow (1954, 1970) indicated that a person has five fundamental needs: physiological, security, affiliation, esteem, and self-actualization. The physiological needs include pay, food, shelter and clothing, good and comfortable work conditions. The security needs include the need for safety, fair treatment, protection against threats and job security. Affiliation needs include the needs of being loved, and being accepted as part of a group. Whereas esteem needs include the need for recognition, respect, achievement, autonomy and independence. Finally, self-actualization needs, which are the highest in the level of Maslow's need theory, include realizing one's full potential or self-development.

Maslow's ideas surrounding the Hierarchy of Needs concerning the responsibility of employers to provide a workplace environment that encourages and enables employees to fulfil their own unique potential (self-actualization) are today more relevant than ever.. The theory posits that as each of these needs become substantially satisfied, the next need on top of the satisfied need becomes dominant. The theory further states that, no need can be fully gratified, but a need that is substantially satisfied no longer motivates.

The five needs were grouped into two by Maslow, physiological and safety needs which are described as lower and social, esteemed and self-actualization as higher. The main differential between the two is on the premises that higher order needs are satisfied internally (within the person) whereas lower order needs are predominantly satisfied

externally (i.e. compensation etc.). He inferred that naturally in times of economic boom most of all permanently employed workers have their lower order needs substantially met. Maslow by this argument concluded that one can best motivate a worker if one understands what level of the hierarchy the worker is currently on so that one can understand what motivation can be effective. However, Ololube (2006) stressed that in spite of Maslow's effort and insights into the theories of motivation, replicate studies failed to offer strong support of the need-based theories. Also, studies aimed at validating Maslow's theory failed to find substantiation in support of the needs hierarchy. This notwithstanding, Ololube, (2006) is of the opinion that Maslow's theory is the most widely recognized theory of motivation and perhaps the most referenced of the content theories.

### **2.3.1.2 Factor Theory of Motivation**

The theory states that there are certain factors in the workplace that cause job satisfaction, while a separate set of factors cause dissatisfaction and that job satisfaction and job dissatisfaction act independently of each other (Herzberg *et al* 1959). Mensah ( 2011) in support adds that motivation is a psychological process which is not directly observable and there are numerous organizational and environmental obstacles that can affect goal attainment, but it has always been important to lead employees to do what employers or customers want in the workplace for improved productivity, Robbins (1996) suggested that he came out with a Two-Theory of Motivation to explain that there were two factors driving employee satisfaction in the workplace: motivation factors and hygiene factors. Hygiene factors, if lacking in a vocational environment, can lead to workers' job dissatisfaction. The role of hygiene factors is simply to prevent workers' discontent. In

other words, these factors do not lead to higher levels of motivation but, without them, there is dissatisfaction. Unlike hygiene factors, motivation factors can truly encourage employees to work hard and enjoy their jobs. Examples of hygiene factors are: interpersonal relations, job conditions, career stability, supervision, and guaranteed retirement fund. Whereas examples of Motivators are passion for the job, social responsibility, opportunity for advancement, respect, praise, recognition, and the feeling of achievement (Herzberg, 1966).). According to Herzberg, these two groups of factors are no means connected to each other. Therefore, managers who seek to eliminate factors that create job dissatisfaction can bring about peace, but not necessarily motivation (Robbins, 1996)

It has been observed that psychic rewards such as acknowledging teaching competence have been very effective in the area of commitment to teaching (Rosenholtz, 1989). In agreement to this, Ololube (2000) reported that extrinsic incentives, such as merit pay or effective teaching rewards have not been found to affect teacher job satisfaction and effectiveness among Nigerian teachers.

### **2.3.1.3 ERG Theory of Motivation**

Olulobe (2006) citing Ifinedo (2003), Lawler and Suttle (1972) alluded to the fact that, studies which aimed at validating Maslow's theory of needs failed to find substantiation in support of it. To bring Maslow's need hierarchy theory of motivation in synchronization with empirical research, Clayton Alderfer redefined it in his own terms and called it ERG theory of motivation. He categorized Maslow's hierarchy of needs into

three simpler and broader classes of needs: Existence needs Relatedness needs and Growth needs (ERG).

The Existence needs include basic material necessities. These are, an individual's physiological and physical safety needs. Relatedness needs also include the aspiration individuals have for maintaining significant interpersonal relationships with others such as family, peers or superiors and also includes getting public fame and recognition. Maslow's social needs and external component of esteem needs fall under this class of need. The Growth needs include need for self-development, personal growth and advancement. Maslow's self-actualization needs and intrinsic component of esteem needs fall under this category of need (Armstrong, 2010; Olulobe, 2006).

#### **2.3.1.4 McClelland's achievement theory**

McClelland's achievement theory according to Ampofo (2012), is one of the theories of motivation which has significance and potential value to managers and academics who seek more insight and understanding of motivation in the workplace. Individual's needs can be classified into three: Achievement, Affiliation and Power (McClelland 1961).

On Achievement, McClelland (1961) explains that people with a high need for achievement try to excel. They go for high-risk projects because they consider easily attained success as not genuine achievement. To Ampofo (2012), achievers see the outcome of high-risk projects as a chance rather than one's own effort. Achievers need regular feedback in order to monitor the progress of their achievements. They prefer either to work alone or with other high achievers.

With regards to Affiliation, those with a high need for affiliation need harmonious relationships with other people and need to feel accepted by other people. They also tend to conform to the norms of their work group. Such individuals prefer work that provides personal interaction with co-workers (McClelland, 1961)

The last classification of individuals' needs which McClelland (1961), identified as power can be one of two types - personal and institutional. Those who need personal power want to direct others, and this need often is perceived as undesirable. Persons who need institutional power (also known as social power) want to organize the efforts of others to further the goals of the organization. According to Ampofo (2012), managers with a high need for institutional power tend to be more effective than those with a high need for personal power.

### **2.3.2 Process Theories**

The group of motivational theories that falls under the umbrella category of Process Theories of Motivation is based on the use of our rational thought processes or cognitive processing abilities. Unlike a drive or needs-based theory, the process theories of motivation explore a step above the biological levels to examine how we think and rationalize our actions. They include: The Equity Theory, The Expectancy Theory, Kahler's Drivers theory, The Needs Goal-Setting Theory, and Porter-Lawler Theory (Rosen, 2011).



### **2.3.2.1 The Equity Theory**

The Equity Theory explores an individual's motivation to work based on the fairness or sense of equality he detects in the relationship, comparing the amount of effort he puts into any given situation to the benefits he is receiving. If there is any type of inequality perceived, the individual will feel distressed, whether he is giving too much or giving too little, and will act to rectify the inequity (Rosen 2011). Ololube (2006) citing Lewis et al. (1995), Indicated that, Equity and fairness in the workplace have been found to be a major factor in determining employee motivation and job satisfaction.

### **2.3.2.2 The Expectancy Theory**

Expectancy is defined as a momentary belief concerning the likelihood that a particular act will be followed by a particular outcome (Rosen, 2011). Armstrong (2010) quoting Vroom (1964), indicates that Expectancy theory is a model of behavioural choice that explains why individuals choose one behavioural option over others. In doing so, it explains the behavioural direction process. It does not attempt to explain what motivates individuals, but rather how they make decisions to achieve the end they value (Schol, 2002). Three factors are implicated in the process of motivation for the Expectancy Theory. The goal must have valence (or value.) A sense of instrumentality, or belief that there is a way to complete the goal, must be present. Finally, the individual must have a sense of expectancy, meaning that he feels capable of taking the steps to achieve the goal (Rosen, 2011).

### **2.3.2.3 Kahler's Drivers Theory**

Kahler's Drivers theory explores the different drivers that motivate us when we interact with one another. The drivers that Kahler suggests govern our interactions with one another are: the drive to be perfect, the drive to be strong, the drive to act quickly, the drive to please others, and the drive to try hard. He suggests that we are motivated by social cues in our individual environments to act a certain way, which always falls into one of those five categories. Responding too strongly to any one of these drivers can be psychologically damaging, posing the threat of a dysfunctional psyche (Rosen, 2011).

### **2.3.2.4 The Needs Goal-Setting**

The Needs Goal-Setting Theory of motivation is a theory which states that there is an inseparable link between goal setting and task performance. Performance is higher when individuals are set specific goals (Armstrong 2010). Goals are therefore a form of motivation that sets the standard for self-satisfaction with performance. Success at the work place is measured according to the goals achieved (Latham, Locke & Edwin 2006).

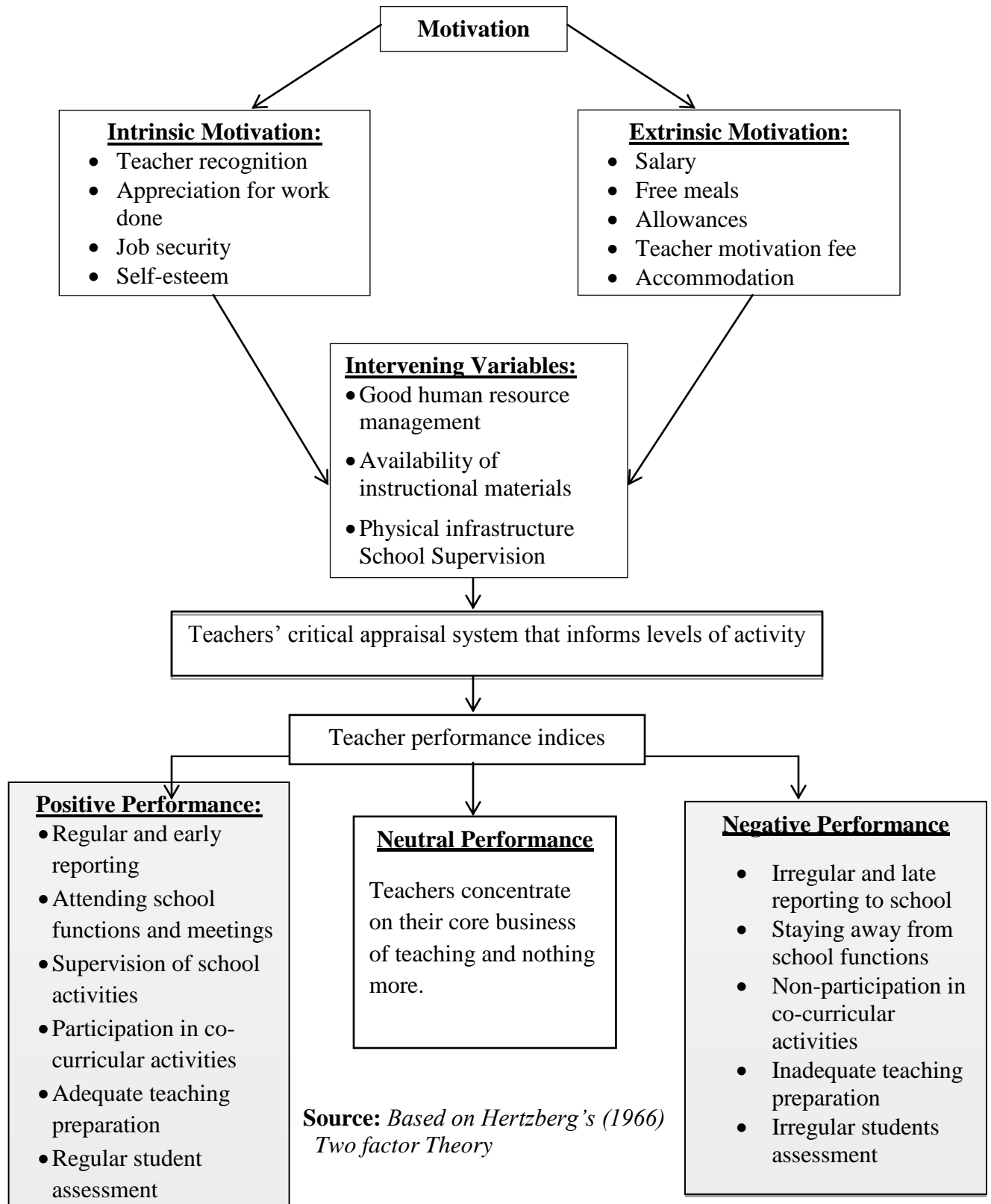
Rosen (2011) further indicated that the number one thing that motivates us, according to the Needs Goal-Setting Theory, is our own desire to work. The parameters that will cause an individual to want to work are: a goal that fits into his value scheme, a goal that is clear and specific, a goal that is challenging but realistic and positive feedback from those around the individual (Rosen, 2012).

## **2.4 Conceptual framework of the study**

Figure 1 summarizes the relationship between the independent variable, which is motivation, and the dependent variable that is, teachers' work performance. It describes motivation as being intrinsic or extrinsic in nature. Intrinsic motivation of teachers involves teacher recognition, appreciation for work done, job security and self-esteem. Extrinsic motivation of teachers on the other hand, includes externally administered rewards like salary, free accommodation, free meals, allowances, accommodation and transportation.

Both intrinsic and extrinsic motivations lead to a change in teacher performance when the moderating variables (good human resource management, availability of instructional materials, supervision and physical infrastructure) are in place. Since the availability of intrinsic and extrinsic motivation do not necessary lead teacher to increase performance because of individual differences due to appraisal differences the resulting teachers performance could be positive, neutral or negative performance. The descriptors of teacher performance include regular and early reporting at school, participation in co-curricular activities, supervision of school activities, adequate teaching preparation and regular students' assessment.

**Figure 1:** Conceptual framework showing the possible effect of motivation on teacher performance



## **CHAPTER THREE**

### **RESEARCH METHODS**

#### **3.0 Introduction**

The study reported herein is designed to determine the effect of motivation on teachers' performance in the Sekyere South District. This chapter describes the methodological approach to obtaining primary data for the study. The chapter covers aspects such as the research design, population, sample and sampling procedure, delineation and measurement of the study variables, instrumentation, data collection procedures and methods of data analysis.

#### **3.1 Profile of Study Area**

Sekyere South District is in the Ashanti Region of Ghana. The district covers an area of 770 km<sup>2</sup>. It is one of the twenty seven (27) districts in the Ashanti Region (GLSS, 2006). The district has five senior Secondary Schools which are: Adu Gyamfi Senior High with a teaching staff population of 134, Agona Adventist Senior High 100 teachers, Agona Senior High Technical School 110, Konadu Yiadom Senior High 90 teachers, and Okomfo Anokye Senior High 120 teachers (GES SSD 2013).

#### **3.2 Research Design**

The study was designed to investigate the effect of motivation on teachers' work performance. This exploratory study design utilized the social survey approach that used self-administered questionnaire on a probability sample to collect quantitative data which was analyzed using parametric models to determine relationships and patterns of

association among variables as well as establish factors that predict good performance among teachers in the Sekyere South district.

### **3.3 Sampling Procedure**

#### **3.3.1 Target Population**

The target population for the study comprised all SHS teachers who taught various subjects, headmasters and assistant headmasters in the Sekyere South district. The total number of teachers in the District was five hundred and fifty four (554), five (5) headmaster and fifteen (15) assistant headmasters. The population mainly included subject teachers who have taught for one year or more.

#### **3.3.2 Sample Size and Sampling Technique**

The systematic random sampling technique was used to select 222 teachers for the study. The researcher randomly selected (40%) of respondents from each school. The headmaster and the assistant headmaster academic of each school were also purposively selected. In all 232 respondents were selected for the study. That is 222 teachers, 5 headmasters and 5 assistant headmasters. The distribution of the sample with respect to the various schools is presented in Table 1 below. To ensure that all teachers had equal chance of being selected to participate in the study, numbered staff list were obtained from each of the five schools. The list served as the sampling frame. The first respondent was selected randomly. Subsequent respondents were then selected systematically using the sampling fraction ( $1/4$ ) which reflects (40%). This means that every fourth person was subsequently selected.

**Table 1:** Sampling distribution of study respondents (N=232)

Selected school		Number of respondents
Adu Gyamfi senior high	134	56
Okomfo Anokye	120	50
Agona Sec Tech	110	46
S.D.A	100	42
Konadu Yiadom	90	38
<b>Total</b>	<b>x = 554</b>	<b>(x1/4+10)= 232</b>

### 3.4 Study Variables

The study determined the effect of motivation on teachers' performance and identified the relationship between the independent variables: class size and school physical environment and the dependent variable: teachers' motivation. To develop an instrument for this study, previous literature was examined to identify instruments used with studies having similar objectives. A preliminary questionnaire was developed based upon previous instrumentation developed by Aacha (2010). The independent variables measured in this study were intrinsic motivation (non-cash incentives), cash motivation, school environment (physical and interpersonal relationship), and class size. The dependent variable measured was teachers' performance.

#### 3.4.1 Measurement of variables

This section reports on how variables of the study were operationalized to afford their measurement.

### **3.4.1.1 Independent Variables**

#### **Intrinsic motivation (non-cash incentives)**

Twelve (12) research items were developed to measure intrinsic motivation (see, Appendix A, pp 60) as an independent variable. Items measured were motivational factors that were intangible in nature. Respondents assessed these items on a 5-point Likert scale of 1=Strongly disagree to 5=Strongly agree. For each of the research items provided respondents were asked to indicate by circling the alphabet that corresponded the right response to which the statement applied to them. The sum of the 12 sub-scale items was taken as the measure of cash motivation in the logistic regression model. On this scale high scores indicated the presence/availability of the motivational factor.

#### **Cash motivation**

Eight (8) research items were also developed to measure cash motivation (see, Appendix A, pp 60) as one of the independent variables of the study. Items measured were motivational factors that were tangible and manifested in the form of cash and allowances. Respondents assessed these items on a 5-point Likert scale of 1=Strongly disagree to 5=Strongly agree. For each of the research items provided, respondents were made to circle the number that corresponded to the degree to which the item applied to them. On this scale high scores indicated the presence/availability of the motivational factor. The sum of all sub-scale items was taken as the measure of cash motivation in the logistic regression model.



### **School Environment (Physical environment and interpersonal relationship)**

Using of a rating scale of 1= Not true at all to 5= Always true, seven (7) research items were developed to measure this variable. Like cash motivation, respondents were made to circle the number that corresponded to the degree to which the stated item applied to them. The sum of the 7 sub-scale items was taken as the measure of cash motivation in the logistic regression model. On this scale high scores indicated the presence/availability of the motivational factor.

### **Class size**

As most studies have cited class size as determinant of teachers and students performance, one research item was developed to measure this variable. The variable “Class size” was measured on the interval ratio scale. Response categories ranged from “between 30 – 39 students to 80+ students.”

### **3.4.1.2 Dependent Variable**

#### **Teachers Performance**

One item was developed to measure teachers’ performance as the only dependent variable of the study. The performance of teachers was measured based on the overall performance of their students in the 2012 WASSCE. Whilst this measure maybe criticised as being arbitrary, the use of students result in the 2012 WASSCE exams provided the best estimate of the overall performance of teachers in the present study.

**Table 2:** Variables of the study

<b>Variables</b>	
Dependent variable	Teachers' motivation
Independent variables	Intrinsic motivation, Cash motivation, School environment, class size
Control variables	Teachers demographic characteristics: gender, age, marital status, years of teaching

### **3.5 Development of Research Instrument**

Formulated research questions, objectives and study hypotheses basically informed the development of research items in addition to reference made to several instruments and scales used in other studies. Relevant items were reviewed and contextualized for the study. Table 3 provides example. Questions were also drawn with the statistical analysis of data in mind.

**Table 3**

#### **Instruments and Scales consulted in developing the research instrument (R.I)**

##### **Scales with selected questions**

###### **Teacher intrinsic motivation**

What form of intrinsic motivators do teachers have in this school?  
(Aacha, 2010)

##### **Revised items in R.I**

1. Teaching gives me a great deal of job satisfaction.
2. I enjoy teaching as a profession.
3. The challenging nature of teaching. has kept me in the profession.
4. Teaching is a competitive profession in this school.

Is there any opportunity for advancement in the school? (Ampofo, 2012)

Are you recognised by others in the school? (Ampofo, 2012)

#### Teachers cash incentive

What form of extrinsic motivators do teachers have in this school? (Acha, 2010).

Do you get pay and fringe benefits in the school? (Ampofo, 2012)

- 14. I have enough time for other things
- 8. Teaching is one of my goals in life.
- 12. Teaching increases my confidence level.

- 6. I have prospects for career development
- 11. Teaching helps me to expand my knowledge base.

- 7. The responsibilities I perform in the school make me feel significant in the school community.
- 9. I feel being more useful as a teacher in the community than any other profession.
- 10. Teaching enables me to interact with different people and understand them.
- 5. Teaching gives me recognition and respect from the community.

- 15. My salary is paid promptly and does not affect my teaching schedules.
- 16. My salary is enough to cater for my basic needs only.
- 17. I am able to save out of my salary for future use.
- 18. There are adequate allowances for teachers to improve well-being.
- 19. Allowances paid by the P. T. A of the school boost my effort to teach efficiently.
- 20. It is possible to get advance payment from the school in case I have a financial problem. This guarantees my financial security.
- 21. Some parents give me cash reward.
- 22. Extra classes allowance boosts my effort to teach efficiently.
- 23. Teachers motivation fee paid by parents improves my dedication towards teaching.

Apart from monetary motivation  
what other factors will you consider  
in deciding to stay with G.E.S?  
(Mensah 2011)

- 25. My colleague teachers are always nice to me.
- 26. My superiors are always nice to me.
- 27. The non-teaching staff are nice to me.

### **3.5.1 Piloting of the instrument**

The research instrument was piloted at the Roman Catholic Junior High and Presbyterian Junior high schools in Jamasi of the Sekyere South District, These schools were selected because they share similar characteristics as those schools selected for the study. The exercise lasted for three days. The piloting was needed to determine the reliability and validity of the instrument. Based on the feedback received from respondents some items on the instrument were refined. Others were removed and some were added before the actual data was collected.

### **3.5.2 Reliability and Validity analysis of motivation and performance subscales**

Before data collection, the test of the reliability of the crafted scale was very much important as it showed the extent to which the scale produced consistent result of measurements (Pallant, 2007). This was done by determining the association between scores obtained from different administrations of the scales. If the association was high, the scale yields consistent results, thus it is reliable. Cronbach's alpha is the most widely

used method. It may be mentioned that its value varies from 0 to 1 but the satisfactory value is required to be more than 0.6 for the scale to be reliable (Malhotra, 2000; Cronbach, 1951). The Cronbach's alpha scale as a measure of reliability was therefore used in the present study.

All the sub-scales of study demonstrated high reliabilities, with Cronbach coefficient alpha ranging between 0.70 – 0.90 obtained. Table 3 gives a summary of the reliability analysis conducted.

**Table 4:** Reliability value of Subscales

Scale	No. of Items	Cronbach Alpha
Intrinsic Motivation	14	0.868
Cash Motivation	8	0.828
School Environment	7	0.728
Performance	1	-

Source: Survey data

### 3.6 Data Collection

Data collection took place in the month of April 2013. Quantitative data was sought for the study. The data was obtained through administration of questionnaires. The questionnaires were mostly precoded and consisted of forty items divided into four sections. These were socio-demographic background of teachers, teachers' intrinsic motivation, teachers' cash motivation, and school environment (interpersonal relationship). The questionnaires were piloted on 20 respondents from 2 JHSs in Jamasi. The outcome helped to fine-tune the final items. Two research assistants were recruited

and trained to assist in the data collection. They were trained teachers who resided in the district and therefore knew the terrain well.

Ethical issues were addressed during data collection. In each school, the respondents (teachers) were briefed on the objectives of the research and their permission sought before exercise began. Informed consent was also obtained. Participation in the survey exercise was voluntary, and respondents were assured of the strict confidentiality of their responses. The average completion time for each questionnaire was twenty minutes.

### **3.7 Data Handling and Analysis**

Data handling and analysis procedures mainly consisted of field editing and data entry. The aim of editing the questionnaire was to detect unanswered questions and return them for completion by respondents. It was also to eliminate errors such as double answers. Data was cleaned and coded for entry into the SPSS for Windows software by the researcher and one research assistant. Computer editing was done after keying in of the data was completed. The data were analyzed and presented statistically using descriptive statistics such as frequency distribution tables.

### **Statistical Analysis**

Analysis for this study involved all the three levels of statistical analysis; univariate, bivariate and multivariate analysis of empirical data. The univariate analysis involved analysis of the background characteristics of respondents who participated in the study as well as the primary variables of the study.

The second form of analysis, which was the bivariate analysis, examined the relationship between the independent variables (class size and school environment) and dependent variable (teachers' performance). The chi-square test for independence which is used to explore the relationship between two categorical variables was utilized. Preliminary analysis was conducted to ensure that there was no violation of the chi-square assumptions.

The third analysis utilizing the multivariate analysis model was used to establish the determinants or factors that significantly affect the teachers' performance. Precisely, the multivariate analysis technique used was the Logistic Regression model. The binary Logistic regression was the procedure of choice because not only does it allow for or test models to predict categorical outcomes with two categories, but also unlike multiple regression, logistic regression does not make assumptions concerning the distribution of scores for the predictor variables; however, it is sensitive to high correlations among the predictor variables (multicollinearity) (Pallant, 2011).

Logistic regression was again used because it helps assess how well a set of predictor variables predict or explains categorical dependent variable; and it gives an indication of the adequacy of model (set of predictor variables) by assessing 'goodness of fit'; provides an indication of the relative importance of each predictor variable or the interaction among predictor variables, and provides a summary of the accuracy of the classification of cases based on the model, allowing the calculation of the sensitivity and specificity of the model and the positive and negative predictive values (Pallant, 2011).

### **3.8 Ethical Considerations**

In this study, ethical issues of informed consent, invasion of privacy, anonymity of respondents, confidentiality, voluntarism and plagiarism were catered for. At the beginning of data collection, the researcher sought permission and introductory letter from the district education office.

On informed consent, permission was sought from all participants in the research before the conduct of the study. That is, introductory letters were sent to headmaster of all the secondary schools and their approval received before the commencement of the research.

In order not to unnecessarily invade the privacy of participants, the researcher and research assistants administered the research instrument when teachers were on break. Neither names nor any identifiable information from respondents was taken as a way of ensuring the ethical principle anonymity in social research.

While distributing the questionnaire, the researcher verbally informed all respondents who consented to answer the questionnaire that their participation was voluntary and as such they could opt out at any stage of the research process if they deemed it necessary.

Secondary information sourced from earlier researchers to support analysis of the study were duly acknowledged through both in-text referencing and bibliography in order to avoid plagiarism.



## **CHAPTER FOUR**

### **DATA PRESENTATION AND ANALYSIS**

#### **4.0 Introduction**

This chapter presents the analysis of the data obtained from the study. Structured questionnaires were used to obtain the quantitative data for the study. The chapter is divided into three sections. Section A presents the socio-demographic background of the respondents. Section B examines the non-cash and cash incentives available to teachers; class size and performance of teachers in the Sekyere South district and Section C examines the relationship between the independent variables (class size and school environment) and dependent variable (teachers' performance). The section also presents results of the analysis establishing the effect of motivational factors on teachers' performance.

#### **SECTION A**

##### **Respondents**

Out of 232 questionnaires administered, 225 were usable. Unusable questionnaires included missing sections in the survey instrument. Therefore, the data from 225 respondents were analyzed in this study. As stated in Chapter Three, the respondents were SHS teachers who taught various subjects in the Sekyere South District. The survey was conducted over a 1-month period.

#### 4.1 Socio-demographic characteristics of Respondents

This section presents data results on the distribution of respondents in terms of their socio-demographic characteristics. The socio-demographic variables measured included, gender, age group, marital status, level of education, religion and ethnicity. A detail of the result is presented in Table 5 below.

**Table 5:** Socio-demographic characteristics of teachers (N=225)

<b>Variables</b>	<b>Categories</b>	<b>N</b>	<b>%</b>
<b>Gender</b>	Male	155	69
	Female	70	31
<b>Age group (years)</b>	20 – 30	90	40.
	31 – 40	113	50.4
	41+	22	9.6
<b>Marital Status</b>	Single	95	42.0
	Married	127	56.8
	Widowed	3	1.2
<b>Education</b>	Diploma	4	1.8
	Degree	181	80.4
	Postgraduate	40	17.8
<b>Religion</b>	Christian	204	90.8
	Moslem	13	5.6
	Traditionalist	2	0.8
	Free thinker	6	2.8
<b>Ethnicity</b>	Asante	192	85.3
	Ga	4	1.8
	Ewe	11	4.9
	Bono	3	1.3
	Other	15	6.7
<b>Years of teaching</b>	3 - 7	98	43.6
	8 – 11	46	20.4
	12 – 15	56	24.8
	16 – 19	25	11.2

Source: Field Survey, May, 2013

Table 5 shows that a higher percentage (69%) of teachers sampled for the study were males compared with females (31%). According to Table 5 majority of the respondents (n=113) were between the ages of 31 – 40 years. The distribution of teachers with respective to their marital status also revealed that compared to the single and widowed (42.0% and 1.2% respectively), a higher percentage (56.8%) of respondents were married.

Considering the highest level of education attained by teachers, 80.4% (n=181), of teachers sampled had obtained undergraduate degrees. A considerable number had also obtained postgraduate degrees (n=40). Teachers who had obtained diplomas were the least represented in the study.

The distribution of respondents in terms of their religious identity revealed that a high percentage were Christians (90.8%). The frequency Table 5 again shows that the four dominant religious groups, which are; Christians, Muslims, Traditionalists and free thinkers were represented.

According to table 5, (85.3%) of the respondents who were part of the survey belonged to the Asante ethnic group. The dominance of the Ashantis, could be attributed to the fact that the selected SHSs are all located in the Ashanti Region.

On the number of years of teaching (years of teaching experience) a high percentage of teachers (43.6%) indicated that they have had between 3 and 7 years of teaching experience in their present school. Teachers who had taught for between 16 – 19 years constituted the minority.

## SECTION B

### 4.2 Intrinsic motivation (non-cash incentives) available to teachers

Table 6 below shows the forms of intrinsic motivation available to the teachers in the Sekyere South District. Since the Likert-scale rating (1= strongly disagree, 2=disagree, 3=No opinion, 4= Agree, 5=strongly agree) was employed to measure the availability of incentives, a mean score of 3.50 or more indicates the availability of the form of incentive. From Table 6 it can be realized that seven forms of intrinsic motivation were available to the teachers of the Sekyere South district. These incentives were: Enjoyment from the profession ( $\underline{M}$ =3.79), Prospect for career development ( $\underline{M}$ =3.64), significance to the community ( $\underline{M}$ =3.56), opportunity to interact with people ( $\underline{M}$ =4.09), expansion of knowledge base ( $\underline{M}$ =4.34), increase in confidence level ( $\underline{M}$ =4.26) and extra time for other activities ( $\underline{M}$  = 3.50).

**Table 6:** Non-cash incentives available to teachers (N = 225)

1=strongly disagree	5= Strongly agree		
Variables	N	<u>M</u>	<u>SD</u>
Teaching gives me a great deal of job satisfaction	225	3.45	1.292
*I enjoy teaching as a profession	225	3.79	1.269
The challenging nature of teaching has kept me in the profession	225	3.02	1.151
Teaching is a competitive profession in this school	225	3.27	1.167
Teaching gives me recognition and respect from the community	225	3.41	1.284
*I have prospects for career development	225	3.64	1.143
*My responsibilities make me feel significant in the school	225	3.56	1.235
Teaching is one of my goals in life	225	3.35	1.132
*Teaching enables me to interact with different people and understand them	225	4.09	.971
*Teaching helps me to expand my knowledge base	225	4.34	.928
*Teaching increases my confidence level	225	4.26	.918
*I have enough time for other things	225	3.50	1.275

Source: Field Survey, May, 2013

\* $\underline{M}$  > 3.5

### **School Environment (Physical environment and interpersonal relationship)**

Table 7 also shows the forms of intrinsic motivation available to the teachers in the Sekyere South District. These forms of motivation related to the school environment, which constituted those derived from the physical environment and interpersonal relationship with other teachers. Since the Likert-scale rating (1=Not true at all, 2=hardly ever true, 3=sometimes true, 4=true most of the time, 5=always true) was also employed to measure the availability of incentives, a mean score of 3.50 or more indicates the availability of the form of incentive. From Table 7 it can be realized that the only form of social environmental motivational incentive available to teachers was good attitude of colleague teachers. This incentive recorded the highest mean value ( $\underline{M}$ =3.57).

**Table 7:** Non-cash incentives available to teachers

<b>1=Not true at all</b>	<b>5= Always true</b>		
<b>Variables</b>	<b>N</b>	<b><u>M</u></b>	<b><u>SD</u></b>
*My colleague teachers are always nice to me	225	3.57	1.118
My superiors are always nice to me	225	3.40	.945
Non-teaching staff are nice to me	225	3.25	.979
Students are comfortably seated in the classroom	225	2.88	1.164
Atmospheric temperature of the classroom is convenient for majority of the students	225	2.59	1.173
The class room is not hot to affect my teaching in the afternoon	225	2.50	1.159
I can move about freely in the classroom	225	2.20	1.292

Source: Field Survey, May, 2013

\* $\underline{M}$  > 3.5

Overall, nine types of intrinsic/non-cash incentives were identified to be available to teachers in the study area. These incentives include: enjoyment from the profession, prospect for career development, significance to the community, opportunity to interact

with people, expansion of knowledge base, increase in confidence level, extra time for other activities and good attitude of colleague teachers.

### 4.3 Cash incentives available to teachers

The descriptive statistics of Table 8 shows the types of cash incentives available to teachers in the Sekyere South district. These forms of motivation related to the salary and extra allowances received by the teachers. Like the non-cash incentives, since the Likert-scale rating (1=strongly disagree, 2=disagree, 3=sometimes true, 4=agree, 5=strongly agree) was employed to measure the availability of cash incentives, a mean score of 3.50 or more indicated the availability of the form of cash incentive. From Table 8 below it can be seen that none of the cash incentives measured recorded a mean score of 3.50 or more. Prompt payment of salary and salary being enough to cater for basic needs however recorded the highest means ( $\bar{M}$ =2.96 and  $\bar{M}$ =2.57 respectively). This result reveals that though these incentives exist for teachers they hardly are enough to motivate the teachers to perform better.

**Table 8:** Cash incentives available to teachers

1=Strongly disagree		5= Strongly agree	
Variables	N	$\bar{M}$	$\underline{SD}$
Prompt payment of salary	225	2.96	1.119
Enough salary to cater basic needs	225	2.57	1.282
Adequate allowances for teachers	225	1.82	1.198
Allowances paid by the P. T. A to teach efficiently	225	2.10	1.115
Advance payment from the school	225	1.99	1.247
Cash reward from some parents	225	1.71	1.199
Extra classes allowance	225	2.24	1.229
Teachers motivation fee paid by parents	225	2.51	1.262

Source: Field Survey, May, 2013

#### 4.4 Class size of teachers

Table 9 below indicates the class sizes of teachers from the selected SHS in the SSD. From the Table it can be seen that a high percentage of teachers indicated that their class size ranged between 70-79 students. Teachers who reported having a class size of between 30 – 39 students were only 6, an indication that the SHS in the district, like most of the public SHSs in Ghana have relatively large class sizes. On the whole it is evident that the class size of the teachers' was relatively large. The extent to which these large class sizes influence the performance of teachers is established in the next section.

**Table 9:** Class size of teachers in the Sekyere South District (N = 225)

<b>Class Size</b>	<b>N</b>	<b>%</b>
30 - 39	5	2.4
40 – 49	13	5.6
50 – 59	18	8.0
60 – 69	63	28.0
70 – 79	126	56.0
<b>Total</b>	<b>225</b>	<b>100.0</b>

Source: Field Survey, May, 2013

#### 4.5 Performance of teachers

Table 10 gives a summary of the performance of students in the 2012 WASSCE as indicated by the sample of teachers who participated in the study. According to Table 10, a high percentage of the teachers indicated that their students relatively performed well (good). A relatively high percentage also indicated that their students performed averagely. As teachers' performance was measured on the basis of students' performance, it can be inferred that on the whole, the performance of teachers in the Sekyere South district was good.

**Table 10:** Overall performance of students in the 2012 WASSCE (N = 225)

<b>Rate</b>	<b>N</b>	<b>%</b>
Average	45	20.0
Good	180	80.0
<b>Total</b>	<b>225</b>	<b>100.0</b>

Source: Field Survey, May, 2013

## **SECTION C**

### **4.6 Relationship between independent and dependent variables**

This section is dedicated to presenting the results of the Bivariate analysis conducted to establish the relationship between the independent variables of the study; class size and school environment, and the dependent variable; teachers performance. Based on appropriateness of assumptions after selection of a statistical model, the Chi-square test of independence was utilized. Results of the analysis are presented in the cross-tabs of tables 11 and 12 below.

#### **4.6.1 Class size and Teachers performance**

Hypothesis 1: A small class size will significantly affect performance.

In order to determine if the results to the analysis support the first hypothesis, a chi square test of independence was conducted to evaluate the significant of the relationships, class size and teachers performance.

Table 11 shows the relationship between class size and teachers performance. From Table 11, it can be seen that with the exception of teachers with a class size of (N = 70 – 79) students, a higher percentage of teachers (83.3% and 92.9% respectively) had



relatively smaller class sizes ( $N = 30 - 39$ ;  $N = 40 - 49$ ) and performed better than those who had relatively large class sizes ( $N = 50 - 59$  ;  $N = 60 - 69$ ). This result to a large extent reveals that teachers with relatively small class sizes perform better than those with large class sizes, the high percentage (84%) of good performance obtained for teachers with class size ( $N= 70 - 79$ ) indicates that teachers performance is not necessarily dependent on their class size. This result which was further emphasized by the result of chi-square test as presented below.

**Table 11:** Bivariate relationship between class size and teachers' performance

<b>Class size</b>	<b>Teachers Performance</b>		<b>Total</b>
	<b>Average n(%)</b>	<b>Good n(%)</b>	
30 - 39	1 (16.7)	5 (83.3)	6 (100.0)
40 – 49	1 (7.1)	10 (92.9)	11 (100.0)
50 – 59	6 (35.0)	10 (65.0)	16 (100.0)
60 – 69	16 (25.7)	45 (74.3)	61 (100.0)
70 - 79	21 (16.4)	110 (83.6)	131 (100.0)
<b>Total</b>	<b>45 (20.0)</b>	<b>180 (80.0)</b>	<b>225 (100.0)</b>
$\chi^2 = 6.845$		$P\text{-value} = 0.144$	

The chi-square test of independence analysis revealed that a non-significant relationship exists between class size and teachers performance,  $\chi^2 (4, n= 225) = 6.845, p = 0.144$ . Based on this result, it can be concluded that teachers' performance is indeed not dependent on class size. The two variables are independent. This result does not lend support to the first hypothesis advanced by the study. Small class sizes will significantly affect teachers' performance. Small class size therefore does not necessary lead to a better performance than their colleagues with large class sizes.

#### 4.6.2 School environment and teachers' performance

Hypothesis 2: Teachers' performance relates to schools physical environment.

In order to determine if the results to the analysis support the second hypothesis, a chi square test of independence was conducted to evaluate the significant of the relationships, school physical environment and teachers' performance.

Table 12 shows the relationship between school environment (physical and interrelationship) and teachers' performance in the Sekyere South district. From Table 12, it can be seen that out of the 180 teachers whose performance was found to be good, a higher percentage of teachers' who worked or operated in a non-conductive environment performed better (n=117, 80.7%) than those who worked in a conducive school environment (n=83, 79.0%). Among the teachers who performed averagely, a higher percentage (21%) reported that they worked in a conducive school environment. From this result it can be inferred that teachers' performance may not be directly linked to the school environment they operate in. To determine if this result did not occur by chance a chi-square test of independence was also conducted. The chi-square test for independence analysis revealed a non-significant relationship between school environment and teachers' performance,  $\chi^2(1, n = 225) = 0.103, p = 0.749, \phi = -0.020$ . The *phi-value* (-0.020) recorded reveals that a weak and inverse relationship exists between the two variables, which implies that the better the school environment the less teachers perform. This result therefore does not lend support to the prior hypothesis advanced by the study. Teachers who work in conducive or supportive environments do not perform better than teachers who work in school environments which are not conducive.

**Table 12:** Bivariate relationship between school environment and teachers' performance

	Teachers' Performance		Total
	Average n(%)	Good n(%)	
<b>School environment</b>			
Not conducive	25 (19.3)	106 (80.7)	131 (100.0)
Conducive	20 (21.0)	74 (79.0)	94 (100.0)
<b>Total</b>	<b>45 (20.0)</b>	<b>180 (80.0)</b>	<b>225 (100.0)</b>
$\chi^2 = 0.103$	$p\text{-value} = 0.748$	$phi = -0.020$	

#### 4.7 Effect of motivation on teachers performance

Direct logistic regression was performed to ascertain the overall effect of motivation on teachers work performance and also to identify which factors significantly predict good performance among teachers. The logistic regression model contained four independent variables (Non-cash motivation, cash motivation, school environment and class size) as seen in Table 13. The full model containing all predictors was statistically significant,  $\chi^2(4, n = 225) = 35.06, p < 0.001$ , indicating that motivation has a significant effect on teachers' performance. As shown in Table 13 below, none of the independent variables made a unique statistically significant contribution to the model which predicted good performance of teachers. The implication of this result is that none of the factors independently had a significant effect on teachers' performance.

**Table 13:** Logistic regression establishing effect of motivation on teachers' performance

Variable	B	Wald	P-value	Exp (B)
<b>Non-cash motivation</b>	.004	.066	.797	1.004
<b>Cash motivation</b>	.011	.097	.756	.989
<b>School environment</b>	.026	1.111	.292	1.026
<b>Class size</b>				
30 - 39		6.623	.157	
40 - 49	1.007	.439	.508	2.736
50 - 59	-.946	.623	.430	.388
60 - 69	-.591	.270	.604	.554
70 - 79	.044	.001	.969	1.045
<b>*Constant</b>	1.087	.460	.498	2.966
Cox & Snell R Square = .234				
Nagelkerke R Square = .327				
Hosmer and Lemeshow Test = .683				

**Source:** Fieldwork, May, 2013**\*  $p < 0.05$** 

The beta values in the first column of Table 13 represent the co-efficients of the independent variables entered into the model. From the table, it can be seen that, class size (40 – 49) recorded the highest beta value, followed by school environment, with the least value of beta recorded for non-cash motivation. This indicates that, class size is a stronger predictor or determinant of good teacher performance. An inspection of all the beta (B) values reveal that all the variables had a positive effect on teachers performance except for the teachers' class size which although recorded a positive beta, also recorded negative beta values for class size 50 – 59 and 60 – 69.

The Wald values in the second column of Table 13 also indicate the contribution made by each of the independent variables to the model which predicts good performance of teachers. From the table it was seen that class size (6.6) and school environment (1.11)

predicted significantly to the good performance of teachers. Non-cash motivation made the least contribution.

The  $p$  values in the table also indicate the variable or set of variables that significantly predict good teachers' work performance. According to Table 13 none of the factors independently proved to be a significant determinant or predictor of teachers good performance, as all recorded  $p$ -values greater than 0.05.

Table 13 also indicates the odds ratio ( $\text{Exp}(B)$ ) for each of the independent variables (predictors). According to Tabachnick and Fidell (2007), the odds ratio represents 'the change in odds of being in one of the categories of outcome when the value of a predictor increases by one unit' (p.461). From the table, it can be observed that, class size (40 – 49) recorded an odds ratio of 2.74 which is the highest. This result indicates that teachers who have a class size of between 40 and 49 which is relatively small are three times more likely to perform better than those who have relatively large class sizes (50+). The odds ratio of 1.026 obtained for school environment, 1.004 for non-cash motivation, and 0.989 for cash motivation also indicate that teachers who are intrinsically or extrinsically motivated are slightly likely to perform better than those who are not motivated.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATION**

The study reported here was designed to determine the effects of motivation on teachers' work performance in the Sekyere South District of the Ashanti Region. This final chapter focuses on presenting a review of the research objectives and conclusions drawn from results of the data collected for the study. Further discussions which relate to the statistical findings to the research hypotheses and previous empirical research are also presented. The chapter ends with a discussion on the limitations of the study in addition to identifying the study's implication for future research.

#### **5.1 Review of Research Objectives**

A plethora of research has identified various forms of motivational packages that improve on performance of employees of which teachers are not an exception. These motivational packages are however broadly categorized into two: intrinsic and extrinsic motivation. The various forms of intrinsic and extrinsic motivational packages available to teachers identified from the extant literature include: recognition, appreciation for work done, job security, self-esteem, salary, free accommodation, free meals, allowances, accommodation and transportation. These motivational packages have been repeatedly cited as variables that significantly relate to teachers' performance (Aacha, 2010; Rosen, 2012).

Apparently, no single form of motivational factor significantly explains teachers work performance, other factors such as class size and school environment operate together to predict teachers performance. Appreciating the association of multiple factors in the present study was considered both useful and a methodological strength. The present study examined multiple variables to determine the significance of their effect on teachers' performance and subsequently determine the extent to which they predict good performance of teachers. Four variables were examined in this study. These variables are; cash motivation (extrinsic motivation), non-cash motivation (intrinsic motivation), school environment and class size. The unique contributions of these variables to the prediction of performance of teachers in the Sekyere South District was the primary reason of the study to assess which variable predicted good performance of teachers. These variables were selected based on the review of the literature. The results of the study are discussed in relation to the literature and are organized under headings that correspond to the research questions.

#### **5.1.1 Discussion of Research Question 1**

The first research question this study sought to answer was “which motivational factors affect teachers work performance in the Sekyere South District?

A list of motivational factors that affect teachers' work performance in the Sekyere south district is practically impossible. For the purpose of this research, a limited number of effect indicators were used and then a statistical threshold (significance value,) for significance of the effect indicators was set to 3.5. This means every mean score above 3.5 showed a significant indicator of teachers' work performance. The statistically

significant indicators of motivation towards teachers' work performance as deduced from Tables 6 are given in the table below;

<b>Variables</b>	<b><u>M</u></b>	<b><u>SD</u></b>
I enjoy teaching as a profession	3.79	1.269
I have prospects for career development	3.64	1.143
My responsibilities make me feel significant in the school	3.56	1.235
Teaching enables me to interact with different people and understand them	4.09	.971
Teaching helps me to expand my knowledge base	4.34	.928
Teaching increases my confidence level	4.26	.918
I have enough time for other things	3.50	1.275

All the significant indicators of teacher motivation as presented in the table above came from the selection of non-cash incentives used for this research. None of the cash incentives was statistically significant. However, non-significant indicators or variables do not necessarily mean that the indicator in question is absolutely irrelevant in determining the effects of motivation on teachers' work performance in the Sekyere district. Therefore, the statistically insignificant indicators are equally informative.

The results of Table 13 show that odds of being motivated by non-cash incentives (1.004), cash incentives (0.989) and school environment (1.026) are marginally independent since all the odds are so close to one.

However, the constant term (2.966) in the logistic regression model suggests that the effect of exogenous variables in explaining teachers' work performance is about three times the odds of not being motivated.



### **5.1.2 Discussion of Research Question 2**

The second question the present sought to find was “what are the forms of non-cash incentives available to teachers in the Sekyere south district?

For this research, the selection of non-cash incentives were gathered from existing literature are listed in table 6 of chapter four namely; job satisfaction, enjoyment of the profession, prospects for career development, feeling of importance, boost of confidence, Seven (7) out of the twelve (12) indicators agreed with Rabey’s (2001) argument that the ingredients of motivation lied within us. Rabey stressed that, circumstances and situations determine the stimulus which would generate the response to drive forward, to withdraw or to wait for a further signal. Once the response was decided, the degree of enthusiasm evoked would control the momentum, for teachers in their respective schools. This is exactly what non-cash incentives do to the work performance of teachers in the Sekyere south district.

It is clear that the non-cash incentives listed tapped into the emotions and biases of the teacher therefore motivating him/her to improve upon work performance without any significant external influence.

From table 6, it was observed that seven (7) intangible non-cash rewards did a significantly better job of motivating and holding teachers’ interest, getting them excited about possibilities, and motivating them to act in a way that met schools’ objectives. The other factors which were not significant were not too far from the artificial threshold of 3.5 (with a listed minimum mean score of 3.02). Since the non-cash indicators of teacher work performance were consistently greater than that of cash incentives, non-cash

incentives form more effective motivators for teachers' work performance in the Sekyere South District.

The trend shows that, while cash is nice, and usually needed, the teachers feel more "motivated" when they achieve something they have long wanted or may not have acquired otherwise. While cash is useful, it is not something that can be used to make sustained emotional connections to teachers' work performance. The emotional elements of non-cash rewards make these indicators possess a higher impact on teachers' work performance in the Sekyere south district.

It can be said that non-cash incentives generally do a better job at motivating teachers in the Sekyere South District.

### **5.1.3 Discussion of Research Question 3**

"What are the forms of cash incentives available to teachers in the Sekyere south district?" was the third research question which this study sought to provide an answer for.

Cash incentives mostly constitute salary, allowances, salary advance, as expressed in table 7 of this research work. The default line of thinking suggests that higher pay or more cash incentives should produce better work performance among teachers, but the scientific evidence indicated by the mean scores of table 7 showed that the link between cash incentives and teachers' work performance was statistically insignificant. This paradox suggests a complex association between cash incentives and motivation toward teachers' work performance.

In fact, the results of this research suggests that even if we let teachers in the Sekyere south district decide how much they should be paid, their work performance would probably not improve significantly.

Throughout literature, motivational writers (for example Armstrong) who have argued for the motivational effects of money accept that cash incentives alone are not sufficient to determine work performance. Importantly, some argued that for uninteresting and baneful tasks, cash rewards like money and other explicit financial benefits actually increase motivation. By inference, only teachers who find their duties to be beneath them or a source of misery will be motivated by cash incentives.

Table 7 clearly shows that cash incentives as a motivator for teachers' work performance in the Sekyere south district is effective but not after a certain threshold. In the best scenario for cash incentives; "Prompt payment of salary" toward teachers' work performance, money stopped motivating after the 2.96 mark. With maximum and minimum mean scores of 2.96 and 1.82 respectively, it shows that cash incentives only bring a surge of enthusiasm for teachers' work performance and then fizzles out after a certain threshold.

That notwithstanding, until a teacher has reached that point, cash incentives are still very significant motivators for teachers' work performance.

## **5.2 Conclusion**

It was found out from the study that cash incentives, non-cash incentives, class size and the school environment individually did not have significant effect on the teachers' work performance. However all put together has a significant effect on teachers' work

performance; the complexities of motivating creative workers like teachers using incentives and rewards, has led to a high frequency of poorly designed or misdirected incentive programs.

The conclusion of this research is that, to keep teachers' work performance high, a strategic mix of cash and non-cash incentives would have to be employed to achieve the set objectives. As expressed in tables 6 and 8 of this research, cash incentives would be needed to create a surge of enthusiasm for teachers and then non-cash incentives will sustain the desire and efforts to maintain a high level of work performance.

Compensation and motivation toward teachers' work performance are not trivial issues irrespective of the job assigned. The choice of reward offerings can make or break the success of incentive programs. Strategy and effort should be committed to selecting the combination of incentive packages that schools in the Sekyere South District give to their teachers. The manager of resources (usually the headmaster) needs to understand the types of rewards that will stimulate each unique group of teachers and concurrently sustain their motivation over the life of the teachers' relationship with the school.

Teachers in the Sekyere south like any employee have a strong preference for cash incentives, however when it comes to choosing what will motivate them toward better work performance non-cash incentives trumps cash incentives; general work performance of teachers was above average (3.0) on a five point Likert scale when motivated by non-cash incentives. This evidence suggests that if headmasters asked their teachers, "What do you want?" they will respond, "more cash" but what the headmaster should be asking is, "What will motivate, retain and truly engage you on the job?"

Whenever teachers are given the choice between cash and non-cash items with the same financial value, many would tick the cash box. However, when it is explicit that the cash and non-cash on offer are targeted at motivating teachers toward achieving the objectives of the school, many would tick the non-cash box.

The offer is as important as the communication of the offer, cash or non-cash incentive alike. The headmaster/headmistress has to express the need to excel and possibly meet or beat a set target over a given time period. This way, any form of motivation or incentive is appreciated for the sake a job well done or a target met. This way, any, incentive cash or non-cash would still be relevant to motivating teachers in the Sekyere south district.

The study revealed that teachers' performance was not dependent on the class size. However, teachers with very small class size are likely to perform better than those with large class size.

Pertaining to the last objective of the study, which was to ascertain if school physical environment significantly relates to teachers' performance, it can be concluded that:

Teachers who work in conducive or supportive environment do not perform better than teachers who work in school environment which are not conducive.

It must be noted however that motivated teachers would perform well regardless of the school environment.

### **5.3 Limitations of the Study**

A major limitation of this study was its inability to generalize findings to Senior High Schools in other districts of Ghana. Data collected for the study was peculiar to the Sekyere south district which is not notably different from many other districts in Ghana but the sheer number of SHSs in Ghana makes the sample size statistically inadequate to make authoritative conclusions about the effects of motivation on teachers' work performance.

### **5.4 Implications for Future Research**

The scope and suggested direction for further research work in this area are:

- A comparative study with other less developed districts may be carried out to observe the similarities and dissimilarities concerning the effect of motivation on teachers' work performance. Further studies need to be undertaken concerning the effect of motivation but should come from behavioral sciences like psychology, economics, human resource management and education.
- Empirical research should be conducted to evaluate the understanding of the true dynamics of the mechanics between cash incentives and work performance. The following methodologies are proposed; fuzzy logic, loglinear models and ordinal regression. These methodologies will appropriately capture the relationship between motivation and work performance.

## **5.5 Recommendation for Policy and Practice**

The recommendation for future policy and practice is that adequate and objective evaluation should be done to determine the optimal combination of cash and non-cash incentives that motivate teachers towards optimal performance of their school. Policies that stem from poorly designed reward schemes, incentives and recognition programs can produce poor results, and may lack motivational appeal, or cause unintended consequences. When these happen, it is likely to cost the senior high school a significant amount of wasted time and money and perhaps lead to a cynical workforce and even discredit the school in question. The result will be an abysmal performance of students' achievement.

For this reason motivation packages should be the product of consultation and strategic execution. Every incentive package must have a bit of cash and non-cash incentives.

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## APPENDIX A

### QUESTIONNAIRE FOR TEACHERS

I am a student of Kwame Nkrumah University of Science and Technology pursuing a Masters Degree in Sociology. I am carrying out research on effects of motivation on teachers' performance in public Senior High Schools in the Sekyere south district. Whatever information you provide will be treated very confidential and will only be used for academic purposes. There are no right or wrong answers to the items on this questionnaire. Please answer them as sincerely as possible. Thanks for your cooperation.

Date: \_\_\_\_\_

#### SECTION A: DEMOGRAPHIC BACKGROUND

Please tick.

1. Gender:      1. Male ☐      2. Female ☐
2. Marital status:      1. Single ☐      2. Married ☐      3. Widowed ☐
3. Level of Educational: 1. Diploma ☐      2. Degree ☐      3. Post graduate ☐  
other, specify.....
4. How long have you been a teacher (yrs): 1. 1-3 ☐      2. 4-7 ☐      3. 8-11 ☐  
4. 12- 15 ☐      5. 16-19 ☐      6. 20 and above ☐
5. Age range (yrs.): 1. 20-25 ☐      2. 26-30 ☐      3. 31-35 ☐      4. 36-40 ☐  
41 and above ☐
6. Religion:      1. Christian ☐      2. Muslim ☐      3. Traditional African Religion ☐  
4. Free thinker ☐
7. Ethnicity:      1. Akan ☐      2. Ga ☐      3. Ewe ☐      4. Bono ☐ .  
5. Nzema ☐      6. Dagare ☐      7. Frafra ☐      8. Dagomba ☐      Other,  
specify.....

## SECTION B: TEACHERS INTRINSIC MOTIVATION SCALE

Instruction:

Please read carefully and circle the appropriate response to the items below using the following response scale.

1=Strongly Disagree

2=Disagree

3=No Opinion

4=Agree

5=Strongly Agree

Statement	Please circle				
1.Teaching gives me a great deal of job satisfaction	1	2	3	4	5
2. I enjoy teaching as a profession	1	2	3	4	5
3.The challenging nature of teaching has kept me in the profession	1	2	3	4	5
4.Teaching is a competitive profession in this school	1	2	3	4	5
5.Teaching gives me recognition and respect from the community	1	2	3	4	5
6.I have prospects for career development in the teaching profession	1	2	3	4	5
7.The responsibilities I perform in the school make me feel significant in the school community	1	2	3	4	5
8.Teaching is one of my goals in life	1	2	3	4	5
9.I feel being more useful as a teacher in the community than any other profession	1	2	3	4	5
10.Teaching enables me to interact with different people and understand them	1	2	3	4	5
11. Teaching helps me to expand my knowledge base	1	2	3	4	5
12. Teaching increases my confidence level	1	2	3	4	5
13. Teaching increases my psychological balance	1	2	3	4	5
14. I have enough time for other things	1	2	3	4	5

## SECTION C: TEACHERS CASH INCENTIVES SCALE

Please read each item below carefully and rate the degree of your agreement by circling the appropriate response below using the following response scale.

1 = Strongly Disagree

2 = Disagree,

3 = Agree

4 = Strongly Agree

5 = Strongly Agree

Statement	Please Circle				
15. My salary is paid promptly and does not affect my teaching schedules	1	2	3	4	5
16. My salary is enough to cater for my basic needs only	1	2	3	4	5
17. I am able to save out of my salary for future use	1	2	3	4	5
18. There are adequate allowances for teachers to improve well-being	1	2	3	4	5
19. Allowances paid by the P. T. A of the school boost my effort to teach efficiently	1	2	3	4	5
20. It is possible to get advance payment from the school in case I have a financial problem. This guarantees my financial security	1	2	3	4	5
21. Some parents give me cash reward	1	2	3	4	5
22. Extra classes allowance boost my effort to teach efficiently	1	2	3	4	5
23. Teachers motivation fee paid by parents improves my dedication towards teaching	1	2	3	4	5

24. My average Class size is: 1. 30-39 ☐ 2. 40-49 ☐ 3. 50-59 ☐ 4. 60-69 ☐  
 5. 70-79 ☐ 6. 80+ ☐ 7. Other specify.....

**SECTION D: PHYSICAL ENVIRONMENT / INTERPERSONAL  
RELATIONSHIP / TEACHER'S PERFORMANCE SCALE**

Instruction:

Please read carefully and indicate how true the items are by circling appropriately, using the following response scale.

1 = Not true at all

2= Hardly ever true

3= Sometimes true

4= True most of the time

5= Always true

Statement	Please Circle				
25. My colleague teachers are always nice to me	1	2	3	4	5
26. My superiors are always nice to me	1	2	3	4	5
27. The non-teaching staff are nice to me	1	2	3	4	5
28. My students are comfortably seated in the classroom	1	2	3	4	5
29. The atmospheric temperature of the classroom is convenient for majority of the students	1	2	3	4	5
30. The class room is not hot to affect my teaching in the afternoon	1	2	3	4	5
31. I can move about freely in the classroom	1	2	3	4	5
32. The classroom temperature is extremely hot during the afternoon	1	2	3	4	5

33. What was the overall performance of students in your school in the 2012 WASSCE?

1. Poor      2. Average      3. Good      4. Very Good      5. Excellent

**Thank you!!**