

**MOTIVATIONAL PACKAGES AND THEIR EFFECTS ON EMPLOYEE
PERFORMANCE IN THE GHANA EDUCATION SERVICE: A CASE STUDY
OF ASANTE AKYEM SENIOR HIGH SCHOOLS**

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CERTIFICATION

I hereby declare that this submission is my own work towards the Commonwealth Executive Masters in Public Administration (CEMPA) 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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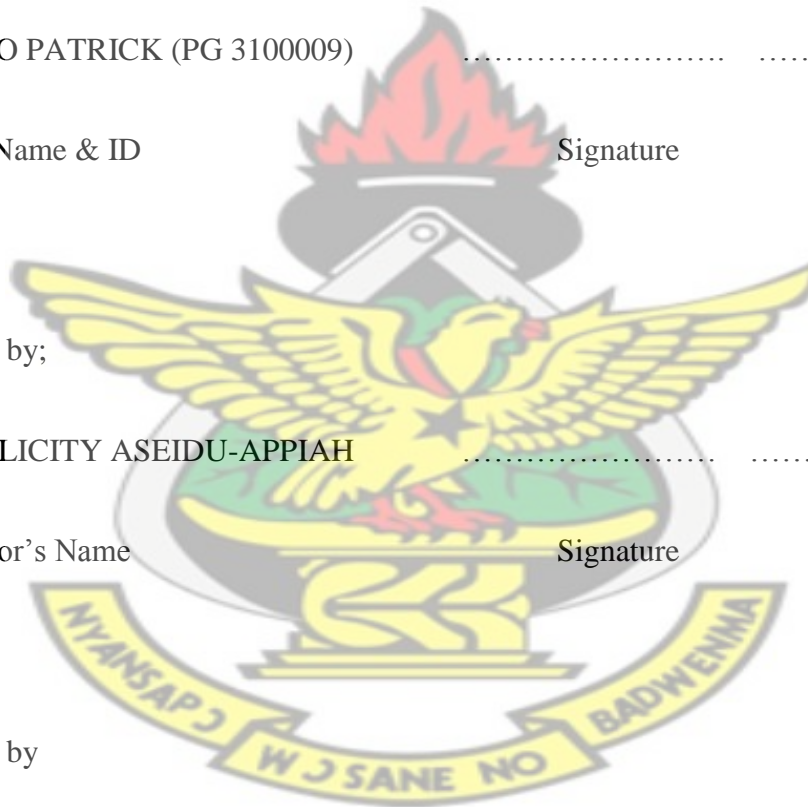
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ABSTRACT

Motivation has been a problem with organizations, institutions and their employees since time immemorial. This study investigates the effects of motivation on employee performance in Ghana Education Service. The study was conducted in Asante Akyem Senior High Schools and six schools were selected for the study, from October 2010 to September 2011. The research design used for the study was cross-sectional study. A set of questionnaire consisting of both closed and open ended questions were used to collect data from 120 teachers as respondents. The data collected was based on the available motivational packages in Ghana Education service. Also the extents to which motivational packages influence teachers at Asante Akyem Senior High Schools were captured. The relationship between motivation and teacher performance at Asante Akyem Senior High Schools and the causes of poor performance of teachers were also captured by the study. The data collected was analysed using SPSS version 12 and the results were presented using tables, percentages, frequencies, pie charts and bar graphs. The results were discussed extensively and the findings of the study indicated that opportunity for further studies, flexibility in job design, promotion to higher rank and empowerment are available in Ghana Education Service but there is no realistic policy implementation in Ghana Education Service. So it behoves the Ghana Education Service to design or come out with guidelines that are so transparent or clearer in terms of promoting teachers to higher ranks. Though the study revealed that some intrinsic motivation such as, job security and good working conditions, authority and independence are somehow strong motivational factors that affect teacher performance, extrinsic motivation like 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. It was recommended that the Ghana Education Service should have realistic policy and implementation motivational packages such as: opportunity for further studies, opportunity for promotion to higher rank and accommodation facility like Social Security and National Insurance Trust (SSNIT) Housing Scheme for teachers to enhance their performance and increase productivity.

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DEDICATION

This work is dedicated to my sisters, Yaa-Yaa, Abenaaa Birago and the whole family.

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TABLE OF CONTENTS

CERTIFICATION	ii
ABSTRACT.....	iii
ACKNOWLEDGEMENT	iv
DEDICATION	v
TABLE OF CONTENTS.....	vii
LIST OF TABLES	ix
LIST OF FIGURES	x
CHAPTER ONE	1
INTRODUCTION	1
1.1 Background to the study	1
1.2 Statement of the problem	4
1.3 Objectives of the study.....	6
1.4 Research questions.....	7
1.5 Significant of the study	7
1.6 Overview of research methodology	8
1.7 Scope of the study	8
1.8 Limitations to the study	9
1.9 Organization of the study.....	9
CHAPTER TWO	11
LITERATURE REVIEW	11
2.1 Introduction.....	11
2.2. The Concept of Motivation.....	11
2.3. Theories of Motivation	16
2.3.1 Content theories of motivation.....	16
2.3.1.a. McClelland's achievement theory.....	16
2.3.1.b. Abraham Maslow's Hierarchy of Needs.....	19
2.3.1.c. Herzberg et al Two Factor Theory	20
2.3.2 Process theories of motivation	21
2.3.2.a Expectancy theory	21
2.3.2.b Porter and Lawler's expectancy model.....	22

2.3.2.c Equity theory	23
2.3.2.d Goal Theory	23
2.3.2.e Attribution theory	24
2.3.2.f Reinforcement theory	25
2.4 Motivation methods	26
2.4.a Empowerment	27
2.4.b Creativity and Innovation	27
2.4.c Learning	28
2.4. d Quality of life	28
2.4.e. Monetary incentive.....	29
2.4.f Other Incentives.....	29
2.5 The Concept of Job Performance.....	30
2.6 Motivation in the Public Service.....	31
2.7 Teacher motivation and incentives in Sub-Saharan Africa and Asia	32
2.8 Developing a Motivated Work Environment.....	34
2.9 Importance of motivation.....	35
2.10 Conclusion	38
2.10.a The important of Motivation to individuals:.....	38
2.10.b The important of motivation to an institution or organisation:.....	38
CHAPTER THREE	39
RESEARCH METHODOLOGY AND ORGANISATIONAL PROFILE	39
3.1 Research design	39
3.2 Sources of data.....	39
3.3 Population	39
3.4 Sample size and sampling technique	40
3.5 Research instrument.....	41
3.6 Pre – testing of the instrument	41
3.7 Data collection procedure	41
3.8 Data analysis tools	42
3.9 Organisational Profile of the schools used for the study	42
3.10 An overview of current motivational packages in Ghana Education Service	46

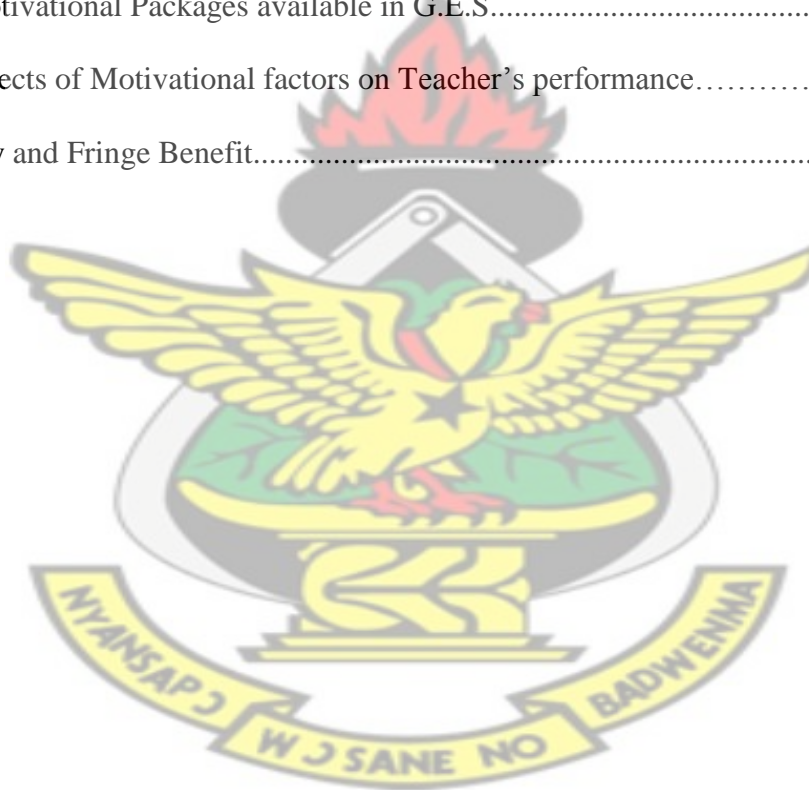
CHAPTER FOUR.....	47
PRESENTATION OF DATA, ANALYSIS AND DISCUSSION	47
4.1 INTRODUCTION	47
4.2 SOCIO-DEMOGRAPHIC INFORMATION OF TEACHERS	47
4.3 MOTIVATIONAL PACKAGES AVAILABLE IN THE GHANA EDUCATION ..	51
4.4 EXTENT TO WHICH MOTIVATIONAL PACKAGES INFLUENCE TEACHERS	56
4.5 RELATIONSHIP BETWEEN MOTIVATION AND TEACHER PERFORMANCE	64
4.6 CAUSES OF POOR PERFORMANCE OF TEACHERS IN ASANTE AKYEM SENIOR HIGH SCHOOLS	69
CHAPTER FIVE	71
SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION	71
5.1 INTRODUCTION	71
5.2 SUMMARY	71
5.3 SUMMARY OF FINDINGS	72
5.3.1 Motivational packages available in Ghana Education Service:	72
5.3.2 The extent to which motivational packages are able to motivate teachers in G.E.S	72
5.3.3 Causes of poor performance of teachers	73
5.3.4 Relationship between motivation and employee performance	73
5.4 CONCLUSION	73
5.5 RECOMMENDATIONS	74
5.5.1 Opportunity for further studies	74
5.5.2 Monetary incentives	74
5.5.3 Authority and independence	75
5.5.4 Opportunity for promotion to higher rank	75
5.5.5 Accommodation	75
5.6. SUGGESTIONS FOR FURTHER RESEARCH	76
REFERENCES	77
APPENDIX	83

LIST OF TABLES

TABLE	PAGE
3.1 Number of teachers in the selected schools.....	40
4.1 Marital Status of Respondents.....	49
4.2 Ranking of Motivational Packages available in G.E.S.....	52
4.3 Adequacy of motivational Packages available in School.....	54
4.4 Satisfaction of motivational packages in Schools.....	55
4.5 Opportunities for Advancement.....	57
4.6 Achievement and Standards for excellence.....	58
4.7 Recognition by Others.....	58
4.8 Authority and Independence.....	59
4.9 Promotion to higher Rank.....	61
4.10 Strength of Motivational Factors on Teachers Performance.....	62
4.11 Motivational Factors prevailing in the School.....	63
4.12 Impact of Motivation on performance of Teachers.....	64
4.13 Ranking of Overall Performance of Teachers.....	65
4.14 Importance of Motivation in School.....	65
4.15 Reasons Assigned to the Importance of Motivation.....	66
4.16 Model summary.....	67
4.17 Coefficients (a).....	68
4.18 ANOVA (b).....	68
4.19 Causes of Poor Performance of Teachers.....	69

LIST OF FIGURES

FIGURE	PAGE
4.2.1 Sex of Respondents.....	47
4.2.2 Age Group of Respondents.....	48
4.2.3 Educational Background of Respondents.....	49
4.2.4 Duration of Teacher at Post.....	50
4.2.5 Area of Specialization.....	51
4.2.6 Motivational Packages available in G.E.S.....	52
4.4.1 Effects of Motivational factors on Teacher's performance.....	56
4.4.2 Pay and Fringe Benefit.....	60



CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Two motives are directly involved in the prediction of behavior, implicit and explicit. Implicit motives are spontaneous impulses to act which are also known as task performances, and are aroused through incentives inherent to the task. Explicit motives are expressed through deliberate choices and more often stimulated for extrinsic reasons. Also, individuals with strong implicit needs to achieve goals set higher internal standards, whereas others tend to adhere to the societal norms. These two motives often work together to determine the behavior of the individual in direction and passion (Brunstein & Maier, 2005).

Explicit and implicit motivations have a compelling impact on behavior. Task behaviors are accelerated in the face of a challenge through implicit motivation, making the performance of a task in the most effective manner the primary goal. A person with a strong implicit drive will feel pleasure from achieving a goal in the most efficient way. The increase in effort and overcoming the challenge by mastering the task satisfies the individual. However, the explicit motives are built around a person's self-image. This type of motivation shapes a person's behavior based on their own self-view and can influence their choices and responses from outside cues. The primary agent for this type of motivation is a perception or perceived ability. Many theorists still cannot agree whether achievement is based on mastering one's skills or striving to promote a better self-image (Brunstein & Maier, 2005). Most researchers are still unable to determine

whether these different types of motivation would result in different behaviors in the same environment.

In the working environment, either public or private, one of the key elements that increase performance is motivation. Motivation is a basic psychological process, like perception and learning. It must be remembered that motivation should not be thought as the only explanation of behaviour. Many people equate the causes of perception and learning, it is a very important process in understanding behavior. It interacts with and acts in conjunction with other psychological processes and personality. All that can be seen is behaviour. The study of motivation can be traced back to the writing of the ancient Greek Philosophers (Kamali, Kan, Khan and Khan, 2008).

Motivation alone does not dictate all of a person's behaviour. According to Kamali et al, (2008), a person's ability clearly also matters, and so do factors like the resources a person is given to do his or her job. Successful work performance can arise from a variety of motives. Two people doing similar jobs may both be successful but for very different motives. In most workplaces, incentive and performance management systems reward some aspects of work behaviour more than others. Also, different behaviours may be rewarded in different ways, and certain particular ways may suit some people better than others.

According to Aguinis, (2005), performance management systems usually include measures of both behaviors (what an employee does) and results (outcomes of an employee's behaviour). However, an attempt to define performance does not include the results of an employee's behaviour but only the behaviours themselves. Performance is about behaviour or what employees do and not about what employees produce or the

outcome of their work (Aguinis, 2005). Workplace issues have significant effect on the performance of workers. The situation is even more serious and predominant in the education sector.

According to several authorities, the proper approach to work motivation lies in a careful distinction between extrinsic and intrinsic rewards. Herzberg (1968) distinguishes between extrinsic rewards surrounding a job (such as salaries, fringe benefits, and job security) and intrinsic reward of the job itself (such as self-respect, sense of accomplishment, and personal growth).

Motivation is thought to be responsible for “why people decide to do something, how long they are willing to sustain the activity and how hard they are doing to pursue it”(Dornyei,2001a:8).

Ryan and Deci (2000a:54), are also with the view that to be motivated means to be moved to do something. Unlike unmotivated people who have lost impetus and inspiration to act, motivated people are energized and activated to the end of a task. Interest, curiosity, desire to achieve (Williams and Burden, 1997:111) are the key factors that compose motivated people. However, they believe that arousing interest is not enough to be motivated, this interest should be sustained.

According to Johnson (1986:55) there are three theories of motivation and productivity that the teacher motivation is based on. These are:

- Expectancy theory: It is probable for a person to struggle for work if there is an expected reward such as a bonus or a promotion that is worth working.
- Equity theory: Unfair treatment for their efforts and achievements makes individuals displeased.

- Job enrichment: The more varied and challenging their work is, the more productive the employee becomes.

Teacher motivation is not only about the motivation to teach but also about motivation to be a teacher as a lifelong career. A career view emphasizes the temporal dimension of motivation in terms of a vocational situation. The steps on a career path, known as the “contingent path structure” (Dornyei, 2001a:162) activates long-term success in a challenging manner as intrinsic pleasure of being involved in one’s profession and different extrinsic rewards which career advancement causes are important.

Motivation plays a significant role in teaching and learning in the Ghana Education Service. Governments have initiated a lot of incentive packages to teachers in order to increase performance. For instance, teachers have been given the opportunity to study with pay, also special incentive packages are given to teachers who are posted to rural areas.

1.2 Statement of the problem

According to Moorhead (2004), managers strive to motivate people in the organization to perform at high level. This means getting them to work hard, to come to work regularly and to make valuable contribution to the organization’s mission. But job performance depends on the ability and environment as well as motivation. To reach a high level of performance, an employee must do the job well (motivation), must be able to do the job effectively (ability), and must have the materials, resources, equipment and the information to do the job (environment). Deficiency of any one of these areas hurts performance. A manager should thus, strive to ensure that all the three conditions are met.

Motivation is thought to be responsible for “why people decide to do something, how long they are willing to sustain the activity and how hard they are doing to pursue it”(Dornyei,2001a:8).

Ryan and Deci (2000a:54), are also with the view that to be motivated means to be moved to do something.

Motivation puts human resource into action. It is through motivation that the human resources can be utilized to the fullest, it improves level of efficiency of employees, it leads to achievement of organizational goals, and it also builds friendly relationship among employees.

In Ghana Education Service, teacher motivation is inadequate for instance; there is no motivation to teachers apart from their meager salary. There is no accommodation for teachers as pertaining to other sectors or institutions; they have to struggle for their accommodation especially after completing school. Teachers have to commute long distances to work. Also, basic teaching and learning materials to work with are not available. These situations lead to the general strike action by teachers in February to March, 2011.

Since teachers are not motivated, it has resulted to absenteeism and lackadaisical attitude among teachers towards work. The students have also become truant, absent themselves from school, and some go to school late because there is no proper supervision and these contribute to poor academic performance of students especially those in Asante Akim North Municipality. (Examination results from Ghana Education Service 2009, Asante Akim Municipality).

The government of Ghana through the Ministry of Education should therefore provide accommodation and car maintenance allowance to teachers. The government should also provide a means of transport to teachers, give teachers cloth and marking allowances. The children of teachers should be given free education from the basic level to the senior high school.

The purpose of the study therefore is to examine motivational packages and their effects on employees performance in Ghana Education Service at Asante- Akim Municipality.

1.3 Objectives of the study

The objectives of the study have been categorized into two; general and specific. The general objective of the study is to determine the effects of motivational packages on performance of teachers in Ghana Education Service at Asante–Akyem senior high schools. Specifically, the study intends to:

- 1) identify the main motivational packages in Ghana Education Service.
- 2) assess the extent to which the current motivational packages are able to motivate teachers in Ghana Education Service.
- 3) determine the causes of poor performance of teachers in Ghana Education Service.
- 4) determine the relationship between motivation and employee performance.
- 5) make recommendations to employers (Ghana Education Service) on how to motivate teachers based on the findings.

1.4 Research questions

The following research questions were formulated to guide the study:

- 1) What are the main motivational packages in Ghana Education service?
- 2) How does teacher motivation affect performance in Ghana Education Service?
- 3) To what extent does the current motivational packages affect teachers' performance in GES
- 4) How does motivation lead to employee satisfaction and performance in GES?
- 5) What motivational packages can effectively motivate teachers in Ghana Education Service?

1.5 Significant of the study

The outcome of this study will go a long way to bring to bear some of the packages available or unavailable to teachers in Ghana Education Service especially to those in Asante –Akyem Senior High Schools to enable them increase their performance. The study will also bring out which aspect of motivation needs attention in teaching service so that employers (Ghana Education Service) will implement those strategies to increase performance in order to meet targets set. It is an undeniable fact that the outcome of the study will go a long way to add up to the existing body of knowledge in the subject matter being studied.

Furthermore, when the outcome of the study is implemented, it will help to produce more human resource since performance of students will increase and would therefore reduce capital to be invested in importing human resources from other countries into the country.

1.6 Overview of research methodology

The study was a case study and simple random technique was used to select the sample from the population. The total population was three hundred and twenty-five, and a sample of one hundred and twenty was selected from the five senior high schools in Asante Akyem Senior High Schools. The research instrument used was questionnaire, and it was pre-tested in one of the senior high schools which were not selected for the study. The writer first met the respondents and discussed the purpose of the study with them before administering the questions. Data collected from the questionnaire were analysed using Statistical Package for Social Sciences (SPSS) version 12. The results were presented in tables, frequencies, percentages, pie charts and bar graph and were analysed and discussed thoroughly.

1.7 Scope of the study

The scope of the study covers the theoretical and the geographical dimensions of the study. The theoretical scope covers the concepts of motivation and job performance which have been identified as the key variables of interest. The concept of motivation could be viewed from many perspectives but for the purpose of this study it was looked at from the Ghana Education service perspective. The various theories and types of motivation were covered. The study was limited to the factors that motivate employees in Ghana Education Service to perform. The geographical scope covers teachers in Asante-Akyem Senior High Schools in the Ashanti Region.

1.8 Limitations to the study

The study is not devoid of challenges which might have affected the result in one way or the other. There were frustrations on the part of respondents in responding to the questionnaire. Preliminary arrangements were made with the study area but the situation turned different when the researcher wanted to retrieve the questionnaires. Some additional questionnaires were printed because the respondents reported of missing questionnaires which aggravated the financial constraints. The researcher had to visit the respondents on several occasions before the questionnaires were retrieved for analysis. This indeed delayed the analysis and the final submission of the entire work. The writer again encountered financial challenges because he had to make numerous visits to discuss with heads of the institutions selected for the study, seeking permission to use the staff as subjects for the study. There was also the issue of time constraints.

1.9 Organization of the study

The study has been organized into five chapters. The first chapter which is the introduction covers the background to the study, problem statement, objectives of the study, research questions and significance of the study. It continues with overview of research methodology, scope of the study, limitation and finally ends up with organization of the study.

This is followed by chapter two which reviews extensive related empirical literature on the subject matter.

Chapter three covers the methodology for the study which comprises the research design, population, sample and sampling technique, research instruments, pre-testing of the instrument, data collection procedure, data coding and analysis. Data presentation,

analysis and discussion are contained in chapter four. The last chapter which is chapter five covers the summary of the findings, conclusion and recommendations.

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CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter provides a review of related literature on the subject of study. The main headings covered are the concept of motivation which includes the definition of motivation and theories of motivation, the concept of job performance which includes the determinants of performance and performance measurement, motivational packages, factors affecting motivation and the relationship between motivation and performance.

2.2. The Concept of Motivation

The term employee motivation is a complex and difficult term to define; therefore a precise definition of this concept is elusive as the notion comprises the characteristics of individual and situation as well as the perception of that situation by the individual (Ifinedo, 2003; Rosenfeld and Wilson, 1999). The liveliness of an organization, whether public or private, comes from the motivation of its employees, although their abilities play just as crucial a role in determining their work performance (Lewis, Goodman and Fandt, 1995). Golembiewski, (1973) refers to motivation as the degree of readiness of an organization to pursue some designated goal and implies the determination of the nature and locus of the forces inducing the degree of readiness. Kamali, Khan, Khan and Khan, (2008) cited a number of authors on motivation. They cited Hellriegel and Slocum (n.d) who described motivation as a predisposition to act in a specific goal directed manner. Motivation may be defined as the state of an individual's perspective, which represents the strength of his or her propensity to exert effort toward some particular behavior. [Gibson (n. d) cited by Kamali, Khan, Khan and Khan (2008)]. Motivation is the need or

drive within an individual that drives him or her toward goal-oriented action. The extent of drive depends on the perceived level of satisfaction that can be achieved by the goal. Motivation is the characteristic that is required in order to achieve anything in life; without it you will give up at the first sign of adversity. It means to inspire, instigate and encourage a person to do their best. Motivation will compel a person to think "If I can't, then I must" and will cause them to do whatever it takes to become successful. If you inspire motivation it can change your life. You will be inspired to get what you want regardless of what people tell you that you cannot do. Motivation is a strong quality for anyone to possess; and one can only possess it when he or she set a burning desire to have something in life. No one can give it to you. It can change a person's life in many ways. It can change the way one think, and when you become involved with personal development and become a much more positive individual, motivation will get you out of your negative environment.

It is the fuel that inspires us to reach our goals and achieve what we truly desire. It also allows us to keep getting up and moving forward when we get knocked down. Getting motivated and staying motivated gives us the energy we require to reach our goals in the shortest amount of time possible. It is required to meet our goals and do anything purposeful in life. Without it you will not want to get out of bed, clean the house, wash the dogs or do anything at all. Being successful in life and motivation go hand in hand. When one learn how to achieve motivation for something he or she truly desire; nothing can stop him or her from having it. What truly motivates you then take action towards it and watch it become your reality.

To Kelly, (1974), motivation has to do with the forces that maintain and alter the direction, quality and intensity of behavior. According to Hoy and Miskel, (1987), employee motivation is the complex forces, drivers, needs, tension, states, or other mechanisms that start and maintain voluntary activity directed towards the achievement of personal goals. In short, Dessler, (2001) defines motivation as the intensity of a person's desire to engage in some activity. From the above definitions some issues are brought to mind that deal with what starts and energizes human behavior, how those forces are directed and sustained as well as the outcomes they bring about (performance). Motivation is therefore the driving force that determines the amount of effort expended in executing a certain task. These forces could be internal (generated within the individual) or external (triggered by the actions or inactions of the environment within which the individual lives or works). 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.

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 and, importantly, the work they do and the organizations context within which they carry out that work. The aim is to develop motivation processes and a work environment that will help to ensure that individuals deliver results in accordance with the expectations of management (Ifinedo, 2003).

Mullins, (2006) indicates that, the study of motivation is concerned, basically with why people behave in a certain way. The basic underlying question is “why do people do what

they do?” In general terms, motivation can be described as the direction and persistence of action. It is concerned with why people choose a particular course of action in preference to others, and why they continue with a chosen action, often over a long period, and in the face of difficulties and problems.

Motivation is one of the key ingredients in employee performance and productivity. Even when people have clear work objectives, the right skills, and a supportive work environment, they would not get the job done without sufficient motivation to achieve those work objectives (Mullins, 2006). Motivation refers to the forces within a person that affect his or her direction, intensity and persistence of voluntary behaviour. He added that motivated employees are willing to exert a particular level of effort (intensity), for a certain amount of time (persistence), toward a particular goal (direction).

Remez (2001), motivation is the inner power or energy that pushes toward acting, performing actions and achieving. Motivation has much to do with desire and ambition, and if they are absent, motivation is absent too. Often, a person has the desire and ambition to get something done or achieve a certain goal, but lacks the push, the initiative and the willingness to take action. This is due to lack of motivation and inner drive. Motivation strengthens the ambition, increases initiative and gives direction, courage, energy and the persistence to follow one's goals. A motivated person takes action and does whatever it needs to achieve his/her goals. Motivation becomes strong when you have a vision, a clear mental image of what you want to achieve, and also a strong desire to materialize it. In this situation motivation awakens and pushes you forward, toward taking action and making the vision a reality. Motivation can be applied to every action and goal. There could be motivation to study a foreign language, to get good grades at

school, bake a cake, write a poem, take a walk every day, make more money, get a better job, buy a new house, own a business, or become a writer, a doctor or a lawyer. Motivation is present whenever there is a clear vision, precise knowledge of what one wants to do, a strong desire and faith in one's abilities. Motivation is one of the most important keys to success. When there is lack of motivation you either get no results, or only mediocre results, whereas when there is motivation you attain greater and better results and achievements. Compare a student who lacks motivation and who hardly studies, to a student who is highly motivated, and who devotes many hours to his studies; they will get absolutely different grades.

Lack of motivation shows lack of enthusiasm, zest and ambition, whereas the possession of motivation is a sign of strong desire, energy and enthusiasm, and the willingness to do whatever it takes to achieve what one sets out to do. A motivated person is a happier person, more energetic, and sees the positive end result in his/her mind.

Dessler (2001), indicates that motivating employees is also more challenging at a time when firms have dramatically changed the jobs that people perform, reduce layers of hierarchy, and jettisoned large numbers of employees throughout the process. These actions have significantly damaged the levels of trust and commitment necessary for employees to put out effort beyond the minimum requirements. Some organizations have completely given up on motivation from the heart and rely instead on pay-for-performance and layoff threats. These strategies may have some effect (both positive and negative), but they do not capitalize on the employee's motivational potential (Mullins, 2006).

2.3. Theories of Motivation

Motivation theory examines the process of motivation. According to Armstrong (2006), it explains why people at work behave in the way they do in terms of their efforts and the directions they are taking. It describes what organizations can do to encourage people to apply their efforts and abilities in ways that will further the achievement of the organization's goals as well as satisfying their own needs. It is also concerned with job satisfaction- the factors that create it and its impact on performance. In most if not all roles there is scope for individuals to decide how much effort they want to exert. They can do just enough to get away with it, or they can throw themselves into their work and deliver added value. Discretionary effort can be a key component in organizational performance.

In the main, theories of motivation fall in two categories, that is content theories: which focus attention on the apparent needs, drives and wants of individuals, and process theories which concentrate on the processes involved when individuals make decisions about things that they perceived as important (cole, 2003).

2.3.1 Content theories of motivation

The leading content theories deal essentially with what appears to motivate people (that is what causes them to divert effort toward a certain kind of desire outcome)

2.3.1.a. McClelland's achievement theory

Perhaps of more significance and potential value to managers and academics attempting to understand motivation in the workplace is the work of McClelland. McClelland's

(1961), need achievement theory identifies three basic needs that people develop and acquire from their life experience. These are needs for:

- Achievement;
- Affiliation; and
- Power.

Individuals develop a dominant bias or emphasis towards one of the three needs. For example, those with a high achievement need tend to seek situations where they have personal responsibility for solving problems, managing projects and for overall performance, where feedback is often clear and rapid, where tasks are moderately challenging and where innovation is required.

According to McClelland (1961), If we assume that each individual's combined achievement, Affiliation and power needs total 1.0 we are left with considerable scope for individual variation based on the strength or salience of a particular need. This provides a relative measure which might enable us to enhance our understanding of ourselves and others in the work place. We can construct three quite different and extreme scenarios. For example, individual "A" has a high need for achievement (0.6), a moderate need for power (0.3) and a low need for affiliation (0.1), whereas "B" has a high need for affiliation (0.8) and low power and achievement needs (0.1 and 0.1). Individual "C" is driven or motivated by the need for power (0.7) and less so by achievement alone (0.1), whereas his / her need for affiliation is low (0.1). Clearly, these are extreme cases. Such individuals will, most likely, forge quite different careers from one another by seeking different ways of meeting their needs. If these three individuals

were managed similarly, as is often the case in traditional bureaucracies, then it is unlikely that all would satisfy their needs in the workplace.

In a study in the USA (McClelland and Boyatzis, 1984) it was found that successful managers had high power needs and lower achievement needs. Power appears to be the main determinant of success, particularly when success is measured in terms of status and promotion to senior posts. McClelland distinguished between socialized powers and personal power, the former being useful in assisting managers and leaders in their attempts to achieve organizational and group goal whereas the latter often merely serves the individual in seeking his or her need for domination. The need to achieve is linked to entrepreneurial activity and is viewed as an essential ingredient of organizational and national economic success. Managers tend to have higher achievement needs and lower affiliation needs than non-managers. We are all, perhaps, aware of people who appear, at least, to demonstrate a high need for one of the three drivers identified by McClelland. However, for the achievement of organizational success, those with high achievement needs are generally considered most essential. For these people, money is often considered a measure or indication of success, a method of feedback, but is not a particularly strong motivator in its own right.

McClelland's (1961), motives correspond, to an extent, with Maslow's self-actualization needs (achievement), esteem needs (affiliation) and love/social needs (power). However, this theory recognizes that the relative extent or influence of these needs varies considerably between individuals. McClelland's work emphasizes the importance of context, the social environment outside work, for the development of needs or motives, whereas Maslow and others suggest that needs are instinctive.

Of particular interest to managers attempting to instill higher achievement needs in staff is McClelland's (1962), argument that this need can be strengthened by a combination of managerial action and training. He suggests that managers should reinforce successes and give positive feedback (with effects similar to those of Herzberg's recognition motivators), identify role models and successful mentors and encourage employees to emulate these achievers, modify the self-image of staff with lower achievement needs and encourage them to think of themselves in more positive terms.

The implications of this work for expectancy theory are significant. For example, an individual with high achievement needs is likely to value highly (valence) an expected outcome involving advancement, positive feedback, enhanced responsibilities and new challenge. Individuals with higher affiliation needs, for example might be motivated by tasks and jobs which are designed to cater for their need to mix socially and build relationships. It should be clear that the nature of potential outcomes and rewards, as shown in the expectancy model, will influence individual's motivation levels differently.

2.3.1.b. Abraham Maslow's Hierarchy of Needs

Maslow (1943, 1970) need-based theory of motivation is the most widely recognized theory of motivation and perhaps the most referenced of the content theories. According to this theory, 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 etc. The security needs include the need for safety, fair treatment, protection against threats, job security etc. Affiliation needs

include the needs of being loved, accepted, part of a group etc. whereas esteem needs include the need for recognition, respect, achievement, autonomy, independence etc.

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. According to Maslow, once a need is satisfied it is no longer a need. It ceases to motivate employee's behavior and they are motivated by the need at the next level up the hierarchy. This pre supposes that motivational packages at workplaces need to be dynamic to ensure that sustained management of staff needs is guaranteed.

2.3.1.c. Herzberg et al Two Factor Theory

Herzberg, Mausner and Snyderman's (1959) two-factor theory is heavily based on need fulfillment because of their interest in how best to satisfy workers. They carried out several studies to explore those things that cause workers in white-collar jobs to be satisfied and dissatisfied. The outcome of their study showed that the factors that lead to job satisfaction when present are not the same factors that lead to dissatisfaction when absent. Thus, they saw job satisfaction and dissatisfaction as independent. They referred to those environmental factors that cause workers to be dissatisfied as Hygiene Factors.

The presence of these factors according to Herzberg *et al* (1959), does not cause satisfaction and consequently failed to increase performance of workers in white-collar jobs. The hygiene factors are company policy and administration, technical supervision, salary, interpersonal relationship with supervisors and work conditions; they are associated with job content. They further identified motivating factors as those factors that make workers work harder. They posit that these factors are associated with job context or what people actually do in their work and classified them as follows:

achievement, recognition, work itself, responsibility and advancement. How these are relevant in the work environment at Ghana Education Service is what this research seeks to determine among other concerns.

2.3.2 Process theories of motivation

These theories move the focus away from what motivates people in order to consider motivation from the point of view of how people become motivated. What all process theories have in common is an emphasis on the cognitive processes in determining employee level of motivation and need satisfaction.

2.3.2.a Expectancy theory

Brooks (2006), Expectancy theory has developed since the 1930s as an alternative to the behaviorist approaches to motivation. It argues that humans act according to their conscious expectations that a particular behaviour will lead to specific desirable goals. The theory, with all its consequent refinements, provides a popular explanatory framework for a range of employee behaviours, including levels of motivation, performance, employee turnover and absenteeism, in addition to leadership effectiveness and career choice.

Expectancy theory is the most comprehensive motivational model that seeks to predict or explain task-related effort. The theory suggests that work motivation is determined by two factors: (i) the relationship between effort and performance and (ii) the desirability of various work outcomes that are associated with different performance levels. Simply put, the theory suggests that the motivation that will lead to job satisfaction is a function of

the perceived relationship between an individual's effort, performance, and the desirability of consequences associated with job performance (Lawler, 1973; Vroom, 1964). That is, employees are influenced by the expected outcomes of their behaviors and motivation at work or the perceptible link between effort and reward.

Vroom (1964), an American psychologist, developed expectancy theory from the original work of Tolman and Honzil (1930), producing a systematic explanatory theory of workplace motivation. It argued that "the motivation to behave in a particular way is determined by an individual's expectation that behaviour will lead to a particular outcome, multiplied by the preference or valence that person has for that outcome". For example, if by working diligently and for long hours an employee expects to receive promotion at some future date and if that worker values promotion highly (valence), then rationally, we might expect that employee to show that behaviour. Vroom argues that human behaviour is directed by subjective probability, that is, the individual's expectation that his or her behaviour will lead to a particular outcome.

It is assumed that the level of motivation an individual displays results from his / her conscious decision-making process: a rational estimate of the likely result of their behaviour. The theory also considers the value that each individual places on the estimated outcome. The basic theory recognizes that individuals differ: that we are all unlikely to value the same outcomes equally.

2.3.2.b Porter and Lawler's expectancy model

The basic expectancy model has been further developed, notably by Porter and Lawler (1968), whose model includes further, hopefully realistic, variables and highlights certain

potential managerial implications. In particular it sheds light on the nature of the relationship between employee satisfaction and performance. Porter and Lawler's model adds to existing theory by suggesting that performance is a product not only of effort but also of the individual's abilities and characteristics together with his or her role perceptions. This adds a certain intuitive realism.

2.3.2.c Equity theory

Equity theory matches the notions of “a fair day's work for a fair day's pay”. It really focuses on perceptions of inequality in the output ratio whose effect may be similar to the hygiene factors of Herzberg *et al.* (Naylor, 1999). Equity and fairness in the workplace has been found to be a major factor in determining employee motivation and job satisfaction (Lewis *et al.* 1995). As such, equity theory assumes that one important cognitive process involves people looking around and observing what effort other people are putting into their work and what rewards follow that effort. This social comparison process is driven by our concern for fairness and equity. McKenna, (2000) and Sweeney, (1990) confirm equity theory as one of the most useful frameworks for understanding and has a role to play in the study of work motivation.

2.3.2.d Goal Theory

The thinking behind Goal Theory is that motivation is driven primarily by the goals or objectives that individuals set for themselves. Unlike in expectancy theory, where a satisfactory outcome is the prime motivator, goal theory suggests that it is the goal itself that provides the driving force. Lock (1968) first proposed the idea that working towards goals was in itself a motivator. His research indicated that performance improved when

these specific goals were demanding ones, performance was even better. General exhortations to 'do none's best' appear to be less effective than indentifying specific targets and aiming for them.

Goal theorists (eg Locke &Latham, 1981) also argue that an individual's motivation is enhanced when feedback on performance is available. Other important factors include goal-commitment (i.e. the extent to which the individual is committed to pursuing the goal even when things get rough), and self-efficacy (i.e. the perception that one has the ability to achieve the public and when they are set by the individual rather than imposed externally. Clearly, the concept of goal ownership is important here, A major aspect of management-by-objectives (eg Humble, 1967) is the intention that the process should attempt to harmonies individual and company goals. Self-efficacy is rather like the quality described by McClelland (1966) as at the core of those with a high achievement, i.e. a belief that they were capable of achieving their goals, which were set at a realistic, though challenging level.

2.3.2.e Attribution theory

Attribution theory suggests that we judge other people's behaviour by attributing meaning to their behaviour in the light of perceived internal or external forces. Internally caused behaviour is perceived to be under the control of the individual, i.e. they have made a choice in selecting the behaviour. Externally caused behaviour results from environmental forces that are perceived to influence people's behaviour (e.g. organizational rules, machinery breakdown etc), and over which the individual has little

or no control. Kelley (1972) suggests that when people make attributions, they do so with three major criteria in mind:

In the case of the internally caused behaviour, we would be likely to draw the conclusion that this person was an unmotivated individual who disliked his job, and therefore 'chose' to be late. Where the behaviour was seen as essentially caused by external factors, we would be likely to conclude that this was a one-off event caused by circumstances outside his control, such as a major traffic hold-up route to work.

According to Cole (2003), attribution theory is as much an issue of perception between individuals as a theory of motivation. Nevertheless, by providing another way of looking at people's behaviour, it can add to our understanding of the motivational process. The theory clearly has connections with achievement theory, since people attributed with primarily internal sources of behaviour have strong similarities with those showing high achievement needs (i.e. belief in their own internal strengths). People attributed with external causes of behaviour are likely to see their working lives dominated by external forces, such as the production system, actions of management etc.

2.3.2.f Reinforcement theory

Whereas attribution theory has strong links with ideas about human perception, reinforcement theory, as applied to motivation, has major connections with learning theory, and especially the work of the behaviourist, Skinner B. F (1953). The reinforcement theories of motivation suggest that a given behaviour is a function of the consequences of earlier behaviour. Thus, all behaviour is determined to some extent by the earlier behaviour. Thus, all behaviour is determined to some extent by the rewards or

punishments obtained from previous behaviour, which have the effect of reinforcing current actions. In this sense all behaviour is caused by external sources, since we can have little control over the consequences of our actions. So, if an individual's efforts to contribute new ideas to a team are consistently met with an indulgent but apathetic approach by the management (i.e. negative reinforcement), then the individual is likely to be discouraged from making further suggestions, the individual is encouraged to share ideas and help to develop them (i.e. positive reinforcement), then the person is likely to generate even more ideas.

From cole (2003), strict reinforcement theory would argue that an individual's own understandings, emotions, needs and expectations do not enter into motivation, which is purely about the consequences of behaviour. However, modification of the theory (eg social learning theory) do allow for the effect of individuals' perceptions of the rewards/punishments obtained by others as a contributor to motivation. Thus, an employee is not just affected by the consequences of his own actions at work, but is able to infer 'appropriate' behaviour from what he sees as the consequences for others of their behaviour. Reinforcement theory is not basically concerned with what motivates behaviour, or how and is not strictly a theory of motivation. It is more concerned with control of behaviour (i.e. power over others).

2.4 Motivation methods

According to Coates *et al* (1994) there are as many different methods of motivating employees today as there are companies, institutions, organizations etc, operating in the global environment. Still, some strategies are prevalent across all organizations striving

to improve employee motivation. The best employee motivation efforts will focus on what the employees deem to be important. It may be that employees within the same department of the same organization will have different motivators. Many organizations today find that flexibility in job design and reward systems has resulted in employees' increased longevity with the company, improved productivity, and better morale.

2.4.a Empowerment

Giving employees more responsibility and decision-making authority increases their realm of control over the tasks for which they are held responsible and better equips them to carry out those tasks. As a result, feelings of frustration arising from being held accountable for something one does not have the resources to carry out are diminished. Energy is diverted from self-preservation to improved task accomplishment, (Coates *et al*, 1994).

2.4.b Creativity and Innovation

At many companies, organizations, institutions, employees with creative ideas do not express them to management for fear that their input will be ignored or ridiculed. Company or organization approval and toeing the company line have become so ingrained in some working environments that both the employee and the organization suffer. When the power to create in the organization is pushed down from the top to line personnel, employees who know a job, product, or service best are given the opportunity to use their ideas to improve it. The power to create motivates employees and benefits the organization in having a more flexible work force, using more wisely the experience of its employees, and increasing the exchange of ideas and information among employees

and departments. These improvements also create an openness to change that can give a company the ability to respond quickly to market changes and sustain a first mover advantage in the marketplace or environment, (Coates *et al*, 1994)

2.4.c Learning

If employees are given the tools and the opportunities to accomplish, most will take on the challenge. Companies can motivate employees to achieve more by committing to perpetual enhancement of employee skills. Accreditation and licensing programs for employees are an increasingly popular and effective way to bring about growth in employee knowledge and motivation. Often, these programs improve employees' attitudes toward the client and the company, while bolstering self-confidence. Supporting this assertion, an analysis of factors which influence motivation-to-learn found that it is directly related to the extent to which training participants believe that such participation will affect their job or career utility. In other words, if the body of knowledge gained can be applied to the work to be accomplished, then the acquisition of that knowledge will be a worthwhile event for the employee and employer, (Coates *et al*, 1994)

2.4. d Quality of life

The number of hours worked each week by American workers is on the rise, and many families have two adults working those increased hours. Under these circumstances, many workers are left wondering how to meet the demands of their lives beyond the workplace. Often, this concern occurs while at work and may reduce an employee's productivity and morale. Companies or institutions that have instituted flexible employee arrangements have gained motivated employees whose productivity has increased.

Programs incorporating flextime, condensed workweeks, or job sharing, for example, have been successful in focusing overwhelmed employees toward the work to be done and away from the demands of their private lives, (Coates *et al*, 1994)

2.4.e. Monetary incentive

For all the championing of alternative motivators, money still occupies a major place in the mix of motivators. The sharing of a company's, organization, institutions profits gives incentive to employees to produce a quality product, perform a quality service, or improve the quality of a process within the company. What benefits the company directly benefits the employee. Monetary and other rewards are being given to employees for generating cost-savings or process-improving ideas, to boost productivity and reduce absenteeism. Money is effective when it is directly tied to an employee's ideas or accomplishments. Nevertheless, if not coupled with other, nonmonetary motivators, its motivating effects are short-lived. Further, monetary incentives can prove counterproductive if not made available to all members of the organization, (Coates *et al*, 1994)

2.4.f Other Incentives

Study after study has found that the most effective motivators of workers are nonmonetary. Monetary systems are insufficient motivators, in part because expectations often exceed results and because disparity between salaried individuals may divide rather than unite employees. Proven nonmonetary positive motivators foster team spirit and include recognition, responsibility, and advancement. Managers, who recognize the "small wins" of employees, promote participatory environments, and treat employees

with fairness and respect will find their employees to be more highly motivated. One company's managers brainstormed to come up with thirty powerful rewards that cost little or nothing to implement. The most effective rewards, such as letters of commendation and time off from work, enhanced personal fulfillment and self-respect. Over the longer term, sincere praise and personal gestures are far more effective and more economical than awards of money alone. In the end, a program that combines monetary reward systems and satisfies intrinsic, self-actualizing needs may be the most potent employee motivator, (Coates *et al*, 1994)

2.5 The Concept of Job Performance

According to Porter and Lawler, (1968) as cited by Chen and Silverthorne, (2008), there are three types of performance. One is the measure of output rates, amount of sales over a given period of time, the production of a group of employees reporting to manager, and so on. The second type of measure of performance involves ratings of individuals by someone other than the person whose performance is being considered. The third type of performance measures is self-appraisal and self-ratings. As a result, the adoption of self-appraisal and self-rating techniques are useful in encouraging employees to take an active role in setting his or her own goals. Thus, job performance measures the level of achievement of business and social objectives and responsibilities from the perspective of the judging party (Hersey and Blanchard, 1993).

According to Sarmiento and Beale, (2007), productivity in every organization, service or company depends on many variables. Some of these variables are associated with a more adequate managing and planning of structural issues (e.g. production capacity), whereas

other factors are related to more infrastructural aspects of the organization or company's operations (e.g. workforce motivation). They added that, traditional theories of human behaviour and motivation state that job performance is often the result of at least two aspects: the abilities and skills (natural or acquired) that an employee Possesses, and his/her motivation to use them in order to perform a better job. Sarmiento and Beale, (2007) cited Gellerman, (1963), who pointed out that in business, just as in any other human-related activity, not a single thing that has a consequence will occur until the person decides to proceed. The outcome of his/her actions will partially depend upon how much effort the person puts into his/her task.

2.6 Motivation in the Public Service

In North America, the thorniest question confronted by the public sector is how to attract, retain and motivate talented employees (Alonso and Lewis, 2001). In China, it is also urgent to attract, retain and motivate the “best person” in the public sector. Perry and Wise, (1990) suggest that public sectors need to reframe the question of motivation and examine the unique motivational bases of public service. Although pay and benefits might inspire some people to choose and excel in public sector jobs, Perry and Wise, (1990) ascribe more weight to the excitement and drama of public policy making and to the opportunity to serve a greater goal. They argued that people who respond to such incentives have a higher public service motivation – the force that induces people to enter careers in the public service (Brewer and Selden, 1998).

Perry and Wise, (1990) define Public Service Motivation (PSM) as an individual's predisposition to respond to motives grounded primarily or uniquely in public institutions

and organizations. They identified three theoretical bases of public sector motivation (PSM): rational, norm-based, and affective. Rational motives are grounded in maximizing individual utility; norm-based motives involve a desire to serve the public interest; affective motives are grounded in human emotion and are characterized by a desire and willingness to help others (Perry and Wise, 1990).

These provide a useful framework for understanding PSM (Brewer, Selden and Facer, 2000). According to motivational theories, public employees with higher Public Service Motivation would devote themselves to public causes and more easily find job satisfaction and enjoyment in the daily routine.

Employees whose motives were anchored in the need to pursue the common good were likely to be satisfied with their jobs (Taylor, 2007).

2.7 Teacher motivation and incentives in Sub-Saharan Africa and Asia

According to Bennell P. (2004), work motivation refers to the psychological processes that influence individual behaviour with respect to the attainment of workplace goals and tasks. The received wisdom among occupational psychologists is that 'pay on its own does not increase motivation'. However, pecuniary motives are likely to be dominant among teachers in those low-income developing countries where pay and other material benefits are too low for individual and household survival needs to be met.

Only when these basic needs have been met, is it possible for 'higher-order' needs, (Maslow 1943) which are the basis of true job satisfaction, to be realised. 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 low-income developing countries are poorly motivated due to a combination of low morale and job satisfaction, poor incentives, and inadequate controls and other behavioural sanctions. Consequently, standards of professional conduct and performance are low and falling in many low-income developing countries. The excessive politicisation of public education has had a profound impact on levels of accountability in many education systems, which has, in turn, seriously affected teacher commitment and motivation. The poor and declining quality of public education has led to growing numbers of parents sending their children to non-state schools. In some countries, particularly in South Asia, this amounts to a mass exodus. Incentives for schools and teachers in the public education system to perform well are frequently weak due to ineffective incentives and sanctions. Very low pay forces, large proportions of teachers to earn secondary income from private tutoring and other activities. Poor human resource management also seriously de-motivates employees. Teacher management at the national and sub-national levels is nothing short of chaotic in many countries. Paul, B. (2004) with the view that where teachers pay large bribes to secure employment and desired postings, this may impact on job commitment and overall motivation. In these situations, teaching positions are little more than sinecures, which means that teachers do not feel accountable to school managements, parents or the wider community. Being posted to a rural school is likely to be de-motivating for most teachers. Bennell and Acheampong (2003) Increasing hours of work, larger class sizes, more subjects, and constantly changing curricula are cited as major de-motivators in many countries. What is expected from teachers (the 'social contract') is not pitched at a realistic level in many countries given material rewards, workloads, and work and

living environments. In many countries, teachers are being asked to take on more responsibilities, including HIV/AIDS education, counselling, and community development. The work and living environments for many teachers are poor, which tends to lower self-esteem and is generally de-motivating. Housing is a major issue for nearly all teachers. The 'struggling teacher' is an all too common sight, especially in primary schools. High proportions of teachers remain untrained in many low-income developing countries, which adversely affect 'can-do' motivation. Too often, teachers are 'thrown in at the deep end' with little or no induction. Multi-grade teaching is common in low-income developing countries, but most teachers are not adequately prepared for the special demands of this type of teaching

2.8 Developing a Motivated Work Environment

While it is important to see to the training and support needs of subordinates and to be actively involved in the hiring and job-matching processes to ensure adequate aptitude, the influence of manager's actions on the day-to-day motivation of subordinates is equally vital. Kamali *et al* (2008) indicated that effective managers devote considerable time to gauging and strengthening their subordinates motivation, as reflected in their effort and concern. The writers outlined six elements as an integrative motivation programme.

- i. Establish moderately difficult goals that are understood and accepted. Employees start out motivated. Therefore, a lack of motivation is a learned response, often fostered by misunderstood or unrealistic expectations.

- ii. Remove personal and organizational obstacles to performance. The role of management is to create a supportive, problem-solving work environment in which the necessary resources to perform a task are provided.
- iii. Use rewards and discipline appropriately to distinguish unacceptable behavior and encourage exceptional performance. Rewards should encourage high personal performance that is consistent with management objectives.
- iv. Provide salient internal and external incentives programs. Motivation works best when it is based on self-governance.
- v. Mostly distribute rewards equitably. All employees should be treated fairly.
- vi. Provide timely rewards and honest feedback on performance. All individuals deserve timely, honest feedback on work performance for future consistency.

2.9 Importance of motivation

According to Branson, R. (2002), motivation is a very important for an organization because of the following benefits it provides:-

a. Puts human resources into action

The concern of every institution or organisation requires physical, financial and human resources to accomplish the goals. It is through motivation that the human resources can be utilized to the fullest. This can be done by building willingness in employees to work. This will help the enterprise in securing best possible utilization of resources.

b. Improves level of efficiency of employees

The level of a subordinate or a employee does not only depend upon his qualifications and abilities. For getting best of his work performance, the gap between ability and willingness has to be filled which helps in improving the level of performance of subordinates. This will result into:

- Increase in productivity.
- Reducing cost of operations.
- Improving overall efficiency.

c. Leads to achievement of organizational goals

The goals of an enterprise or institution can be achieved only when the following factors take place :-

- There is best possible utilization of resources.
- There is a co-operative work environment.
- The employees are goal-directed and they act in a purposive manner.
- Goals can be achieved if co-ordination and co-operation take place simultaneously which can be effectively done through motivation, Branson, R. (2002),

d. Builds friendly relationship

Motivation is an important factor which brings employees satisfaction. This can be done by keeping into mind and framing an incentive plan for the benefit of the employees. This could initiate the following:

- Monetary and non-monetary incentives,
- Promotion opportunities for employees,
- Disincentives for inefficient employees.

In order to build a cordial, friendly atmosphere, the above steps should be taken by a manager. This would help in:

- ✓ Effective co-operation which brings stability.
- ✓ Industrial dispute and unrest in employees will reduce.
- ✓ The employees will be adaptable to the changes and there will be no resistance to the change.
- ✓ This will help in providing a smooth and sound concern in which individual interests will coincide with the organizational interests.
- ✓ This will result in profit maximization through increased productivity.
- ✓ Leads to stability of work force.

Stability of workforce is very important from the point of view of reputation and goodwill of a concern. The employees can remain loyal to the enterprise or institution only when they have a feeling of participation in the management. The skills and efficiency of employees will always be of advantage to employees as well as employers. This will lead to a good public image in the society which will attract competent and qualified people into a concern. As it is said, “Old is gold” which suffices with the role of motivation here, the older the people, the more the experience and their adjustment into a concern which can be of benefit to the institution, Branson, R. (2002),

2.10 Conclusion

From the above discussion, we can say that motivation is an internal feeling which can be understood only by the manager since he is in close contact with the employees. Needs, wants and desires are inter-related and they are the driving force to act. These needs can be understood by the manager and he can frame motivation plans accordingly. We can say that motivation therefore is a continuous process since motivation process is based on needs which are unlimited. The process has to be continued throughout.

We can summarize by saying that motivation is important both to an individual and an institution or organisation.

2.10.a The important of Motivation to individuals:

- Motivation will help him achieve his personal goals.
- If an individual is motivated, he will have job satisfaction.
- Motivation will help in self-development of the individual.
- An individual would always gain by working with a dynamic team.

2.10.b The important of motivation to an institution or organisation:

The more motivated the employees are, the more empowered the team is. The more the team work and individual employee contribution, more profitable and successful is the business. During period of amendments, there will be more adaptability and creativity. Motivation will lead to an optimistic and challenging attitude at work place.

CHAPTER THREE

RESEARCH METHODOLOGY AND ORGANISATIONAL PROFILE

3.1 Research design

Saunders et al (2007), defines research design as the general plan of how the research questions would be answered. Cross-sectional analysis was used, and the effect of motivation was investigated as to how it affected the job performance of Ghana Education Service, in Asante Akyem Senior High Schools. The opinion of the target population (Senior High Schools in Asante Akyem) in relation to the problem under discussion was analysed from the information gathered from the targeted population.

3.2 Sources of data

The main sources of data used for the study were primary and secondary data. The primary data was obtained through questionnaire given to the respondents while the secondary data was obtained from the schools, which is the profile of the schools and also information from other books.

3.3 Population

This talks about total population and how sample was selected. The table below shows the population of schools selected for the study.

Table 3.1: Number of teachers in the selected schools.

Name of School			Males	Females	Total
Presbyterian	Senior		27	5	32
High School: Bompata					
Juaso	Senior	High	61	9	70
School					
Konongo	Odumase		86	19	105
Senior High School					
Collins	Senior	High	35	6	41
School.Agogo					
Agogo	State	Senior	68	9	77
High School					
Total			277	48	325

Source: Researcher's field survey, 2011

The sampling process ensured that there are proportionate male and female teachers in the sample population.

3.4 Sample size and sampling technique

The schools selected for the study were sampled using simple random sample techniques. All the females in each of the schools were used for the study since the female teachers in the schools were not many. But for the male teachers, one third of each of the teaching staff in the schools was selected. This was done by writing 'Yes' and 'No' on cards and teachers were asked to pick the cards. Those who picked "yes" were selected for the

study. In all a sample of one hundred and twenty teachers were selected, with forty-eight females and seventy-two males.

3.5 Research instrument

The data used was primary data and it was mainly questionnaire. The questionnaire was used because all the respondents were literates and could read and respond to the items without difficulty. The questionnaire items were carefully designed based on the objectives of the study. The variables were obtained through careful review of related literature and worded with both closed and open-ended ones after the supervisor has scrutinized it. This was to facilitate easy analysis of responses.

3.6 Pre – testing of the instrument

The instruments were pre-tested at Methodist Senior high school of Konongo in the same Asante Akyem area with the same characteristics as those schools selected for the study. The pre-testing was done to determine the reliability and validity of the instrument. Items that showed ambiguity thus double meaning and difficulty were removed, before it was carried out to administer in the selected schools.

3.7 Data collection procedure

The researcher administered the questionnaire records to ensure proper coverage. The researcher first met the respondents and explained the purpose of the study to them and then discussed some of the items in the questionnaire with them, though care was taken in order not to interfere with the results. The questionnaires answered were collected on the following week and the return rate was about 97%.

3.8 Data analysis tools

Data collected with the questionnaire were coded and analysed using Statistical Package for Social Sciences (SPSS) a computer application software programme. Tables, pie charts, percentages, histograms and regression model were used in the analysis in order to arrive at the objectives and to answer the research questions.

3.9 Organisational Profile of the schools used for the study

This section present the profile of the schools selected and used for the study.

a) Agogo State Senior High School

Agogo state senior high school popularly known as Agogo State College located in Asante-Akyem north came into being as a private institution in 1963 through the leadership of Nana Kwakye Tutu. The school started with 24 day students and 4 students in the hostel. The numerical strength of the teaching staff was three.

The population of the school grew rapidly as students from far and wide entered the institution. It was therefore no wonder that in 1970 it was absorbed into the public system.

The school has a teaching staff of seventy-seven tutors with sixty eight (68) males and nine females.

Currently, the school has a population of one thousand nine hundred and eighty nine students with one thousand and seventy eight males and nine hundred and eleven females. Out of this figure, five hundred and twenty four are day students and one thousand four hundred and sixty five boarders.

The school offers two out of the four programs offered under the Senior High Education. They are general education made up of science and arts and business education, (Agogo state Senior High School, 2003)

b) Collins Senior High School

Collins Senior High school, formally Collins Commercial College was founded by Mr. Victor Collins Asabere on 24th January, 1954. The motto of the school in Latin is “FULGI ID ANGULUS” translated in English as “brightening the corner where you are”.

The school started with nineteen students; made up of eighteen males and one female. It was a complete day school.

Subjects taught in the school include the following; English Language, Commercial Corresponded, Office Practice, Typewriting, Shorthand, Accounting and Music.

In 1965, there was a government directive that there should be a commercial school in all the regions of the country. The school caught the attention of the policy makers, and eventually absorbed into the public education system in 1967 still under the headship of the founder, Mr. Victor Collins Asabere.

The present population of the school is one thousand four hundred and nineteen with forty one teaching staff; six females and thirty five males.

The school is currently running the following programs: business accounting, business secretary, general arts, home economics and science, (Collins Senior High School, 2004)

c) **Presbyterian Senior High School**

Presbyterian senior high school has gone through real metamorphoses to become what it is today. The school used to be the Presbyterian middle school which was converted into a teacher training college in 1965. Mr. S. T. Akunnor was appointed the first principal of the college.

In 1972, the Teacher Training College was phased out due to the government's programme of restricting the colleges to make them more functional. The people of Bompata led by the then Omanhene, Nana Kwaku Brempong and his elders including Nana Asante Abu II, Kontinhene, Okyeame Asumadu and Mr. F. A Opuni, the then secretary to the traditional council, petitioned the head of state, the late Gen. I. K. Acheampong and the then commissioner for education, Col. P. K. Nkagbe, to convert the defunct Training College into a secondary school.

This request was granted, and in 1973, Bompata secondary school, (BIG BOSS as it was affectionately called) was born. A group of seventy students were enrolled to start secondary school courses in Arts, Science and Business.

The Presbyterian took over the management with the approval from the Ghana Education Service on 3rd December, 1997, hence its current name, Presbyterian Senior High School, Bompata (B – PRESEC).

The student population of the school at the moment is six hundred and fifteen with a teaching staff of thirty two with twenty seven males and five females.

The courses offered in the school are arts, business, science, home economics, and visual arts, (Presbyterian Senior High School, 2003)

d) Juaso Senior High Technical School

The school is located in Asante Akyem South, Juaso; near the Presbyterian Church. It started as a government junior secondary school in 1978. It was converted into government secondary school in 1985 headed by Joseph Kingsford Adasi. The population of the students is thousand and seventy two. Teaching staff of seventy with sixty one males and nine females.

Programs offered are Home Economics, Technical, Agric, Arts and Science, (Juaso Senior High Technical School, 2010)

e) Konongo Odumase Senior High School

The school was founded in 1953 with twenty one students, twenty males and five females. “Baanu ye (unity is strength)” is the motto of the school which shows the relationship between the two towns. (KOSS) as the abbreviation of Konongo Odumasi Secondary School started under the Convention People’s Party (CPP) government and it is being updated by subsequent governments.

The school is situated between the two towns; which are Konongo and Odumasi. The current population of the school is two thousand seven hundred and sixty one. The total number of the teachers is 105 constituting nineteen females and eighty six males.

The courses offered in the school under the present state are Business Accounting, Business Secretariat, Science, Arts, Vocational Studies i.e Home Economics and Visual Arts,(Konongo Odumase Senior High School, 2003)

3.10 An overview of current motivational packages in Ghana Education Service

According to the national report by the Basic Education Division of Ghana Education Service (2004), a presentation at the forty-seventh session of the International Conference on Education, states that, the Government of Ghana realizing that education has a role to play in preventing conflict and building lasting peace and stability among citizens ensure that teachers as education practitioners are supported adequately. The Government has instituted an annual award scheme for performing teachers throughout the country. Since the inception of the award, over thousand teachers have received various prizes ranging from houses, saloon cars to electrical gadgets. Also teachers in difficult but deprived areas of Ghana will benefit from the following incentive packages in recognition of their good work:

- 1) Twenty percent of basic salary as inducement allowance.
- 2) Free accommodation with solar electricity.
- 3) Potable water supply in the form of borehole.
- 4) Study leave with pay after two years of initial service.
- 5) Sponsorship scheme for teachers undertaking distance education.
- 6) Upward review of supervision allowances.
- 7) Health insurance facility for teachers.

CHAPTER FOUR

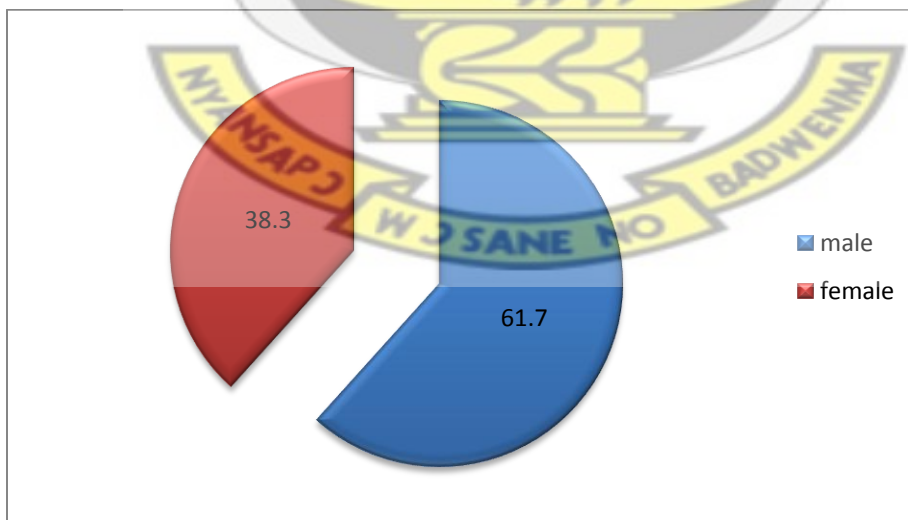
PRESENTATION OF DATA, ANALYSIS AND DISCUSSION

4.1 INTRODUCTION

The chapter is divided into five sections. The first section provides information on the socio-demographic information of teachers. The second section presents motivational packages available in the Ghana Education Service (GES). Section three talks about the extent to which motivational packages influence teachers at Asante Akyem Senior High Schools. Section four discusses the relationship between motivation and teacher performance at Asante Akyem Senior High Schools and finally section five outlines the causes of poor performance of teachers in Asante Akyem Senior High Schools. A total of one hundred and twenty teachers were used for the study as respondents.

4.2 SOCIO-DEMOGRAPHIC INFORMATION OF TEACHERS

4.2.1 Sex of Respondents

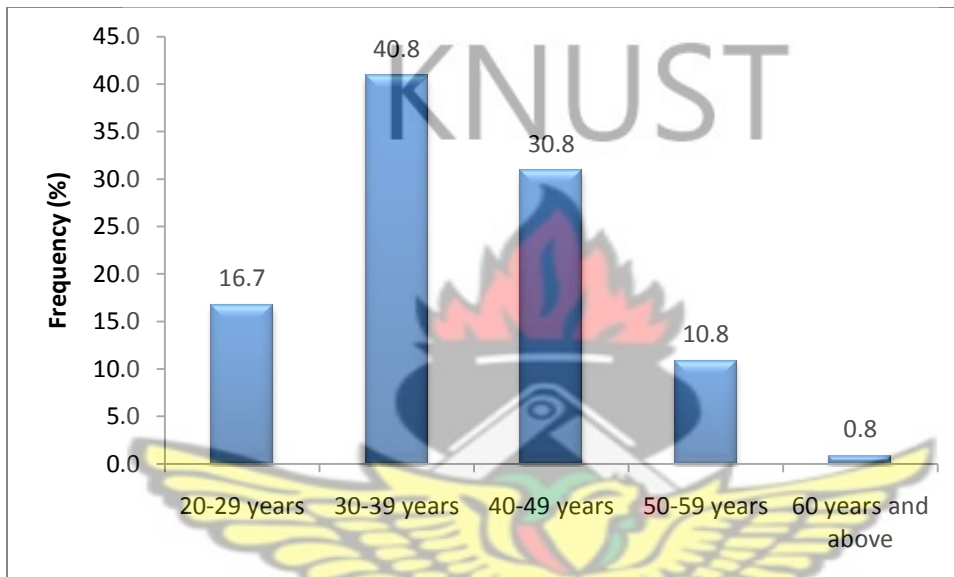


Source: Researcher's field survey, 2011

Sex of the respondents interviewed is presented in Figure 4.1 above. Out of the 120 respondents interviewed, 61.7% of them were males while 38.3% were females. This shows that males dominate females in Asante Akyem Senior High Schools.

4.2.2 Age Group of Respondents

Figure 4.2: Age group of respondents

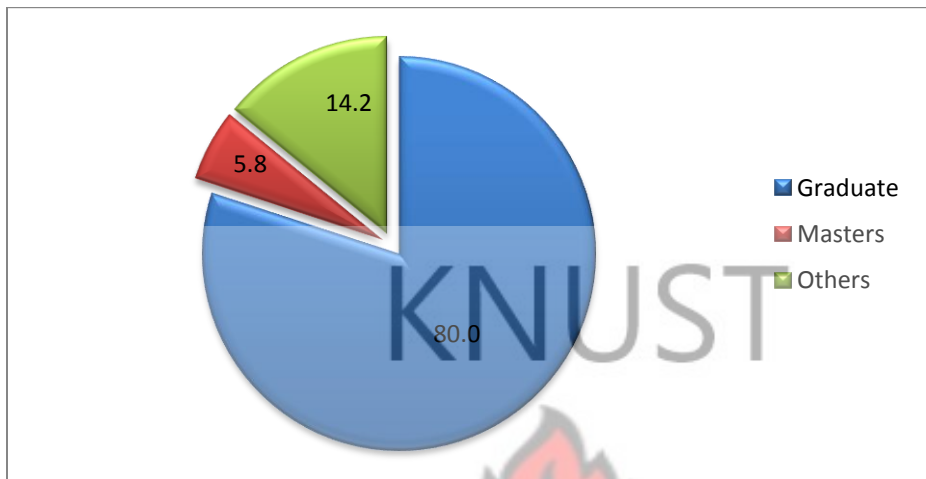


Source: Researcher's field survey, 2011

From Figure 4.2 above, 40.8% of the respondents interviewed were aged between 30-39 years, 30.8% were aged between 40-49 years, 16.7% were aged between 20-29 years, and 10.8% were aged between 50-59 years. However, 0.8% of the respondents were aged 60 years and above. From the results, it implies that majority of the teachers interviewed were aged between 30 to 49 years which represent the active workforce of the country.

4.2.3 Educational Background of Respondents

Figure 4.3: Education background of respondents interviewed



Source: Researcher's field survey, 2011

On education background of respondents interviewed, 80% of the teachers were graduates while 5.8% of the respondents were Master's holders. However, 14.2% of the respondents interviewed had other form of educational qualification (Figure 4.3). It can be inferred from the results that majority of the teachers employed in Asante Akyem Senior High Schools possesses University degree basically first degrees in their respective fields.

4.2.4 Marital Status of Respondents

Table 4.1: Marital Status of Respondents

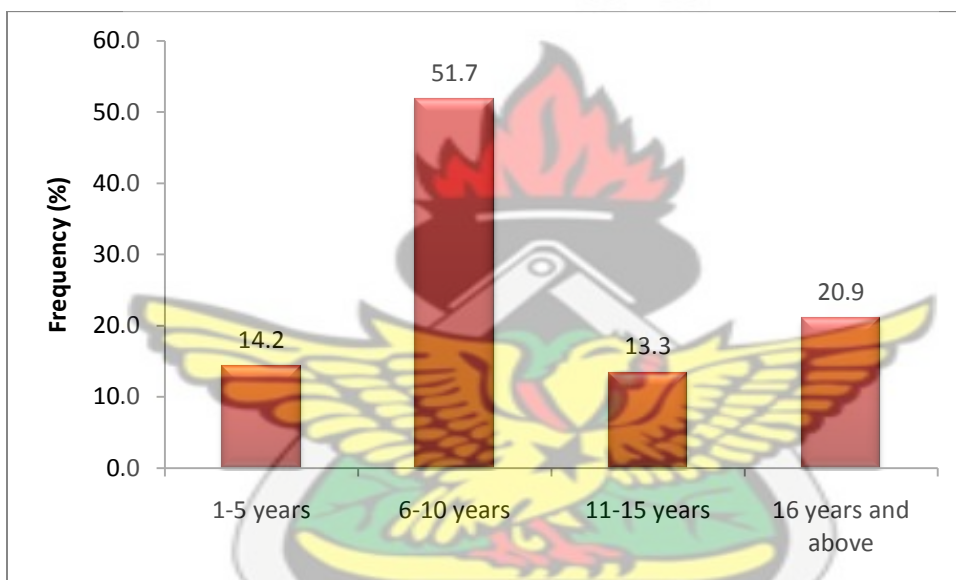
	Frequency	Percentage
Married	98	81.7
Widowed	1	0.8
Divorced	1	0.8
Single	20	16.7
Total	120	100.0

Source: Researcher's field survey, 2011

Table 4.1 shows the marital status of respondents interviewed. From the survey, 81.7% of the respondents interviewed were married while 16.7% were single. However, 0.8% of the respondents were widowed and divorced respectively. It is clear from the results that majority of the teachers in the school were married and are able to exert parental influence on the students in the school.

4.2.4 Duration of Teachers at Post

Figure 4.4: Duration of teachers at post

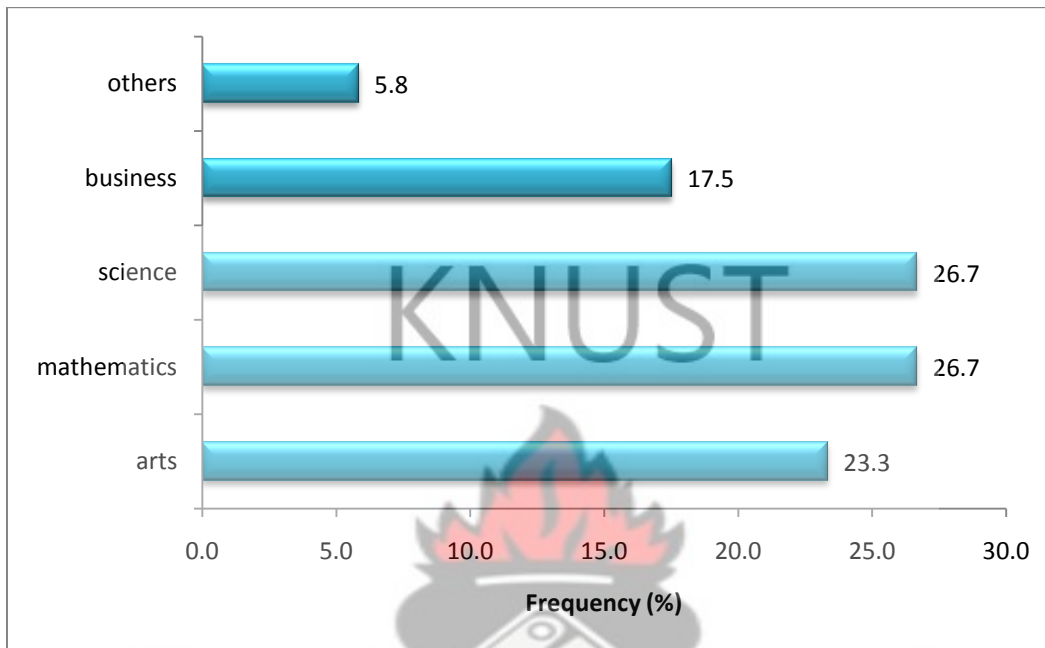


Source: Researcher's field survey, 2011

When respondents were asked about how long they have been teaching at Asante Akyem Senior High School, 51.7% of the respondents said they have been at post between 6-10 years, 14.2% said they been teaching between 1-5 years and 13.3% indicated they have been teaching between 11-15 years. However, 20.9% of the teachers interviewed said they been at post 16 years and above (Figure 4.4). It can be inferred that majority of the teachers at Asante Akyem Senior High Schools have rich experience in the teaching profession and therefore can be said to have authority over the subject area they teach.

4.2.5 Area of Specialization

Figure 4.5: Area of specialization



Source: Researcher's field survey, 2011

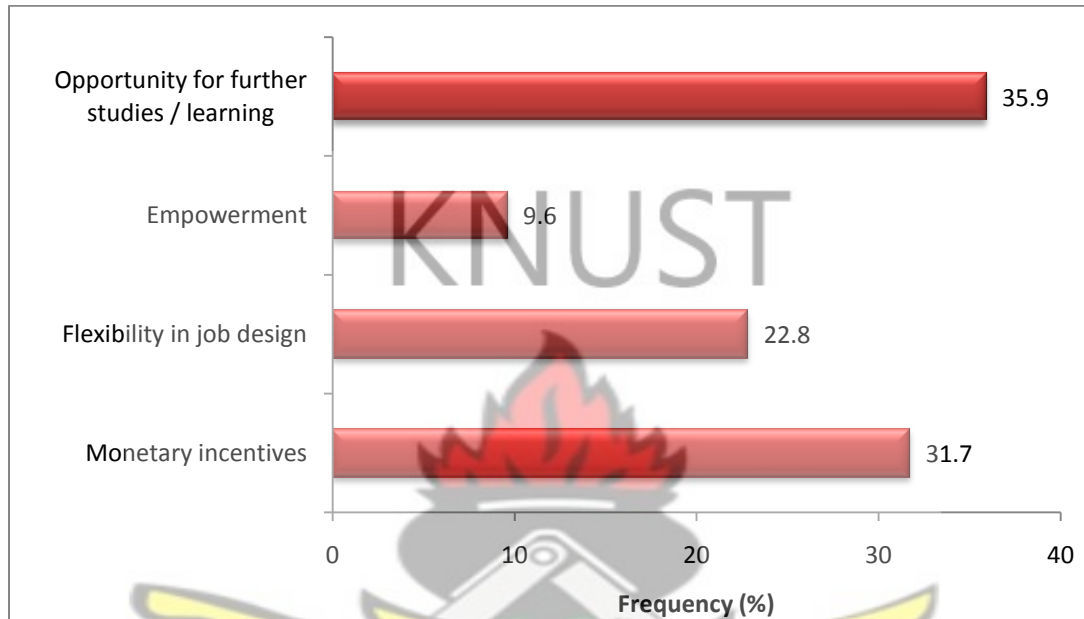
Figure 4.5 above shows the area of specialization of teachers interviewed at Asante Akyem Senior High School. From the survey conducted, 26.7% of the respondents interviewed said they teach mathematics and science respectively, 23.3% of them teaches arts, 17.5% of respondents teaches business while 5.8% of the respondents said they teach other subjects.

4.3 MOTIVATIONAL PACKAGES AVAILABLE IN THE GHANA EDUCATION SERVICE (GES)

When respondents were asked about motivational packages available in the Ghana Education Service, 35.9% of the respondents interviewed indicated opportunity for further studies or learning as a motivational package available. 31.7% of the respondents also mentioned monetary incentives as another motivational package, 22.8% also

indicated flexibility in job design as a motivational package while 9.6% mentioned empowerment as a motivational package available in GES (Figure 4.6).

Figure 4.2.6: Motivational packages available in the GES



Source: Researcher's field survey, 2011

Table 4.2: Ranking of motivational packages available in GES

Package	Ranking
Opportunity for further studies / learning	1
Monetary incentives	2
Flexibility in job design	3
Empowerment	4

Source: Researcher's field survey, 2011

Again, respondents were asked to rank motivational packages available in GES from the most important to the least important as is presented in Table 4.2. Opportunity for further studies was ranked as the most important. This was followed by monetary incentives.

Flexibility in job design was ranked third and empowerment was rank as the least important.

From the analyses of table 4.2, teachers in the Asante Akyem Senior High Schools see further studies as the most or the highest motivational factor, This is in conformity with a material from the literature titled Motivation Methods; from Coates *et al*(1994), section(2.4.c), captioned; Learning which says, if employees are given the tools and the opportunities to accomplish, most will take on the challenge. Companies can motivate employees to achieve more by committing to perpetual enhancement of employees' skills. Accreditation and licensing programs for employees are an increasingly popular and effective way to bring about growth in employees' knowledge and motivation. Often, these programs improve employees' attitudes toward the client and the company while bolstering self-confidence. Supporting this assertion, an analysis of factors which influence motivation-to-learn found that it is directly related to the extent to which training participants believe that such participation will affect their job or career utility. In other words, if the body of knowledge gained can be applied to the work to be accomplished, then the acquisition of that knowledge will be a worthwhile event for the employee and employer.

Apart from further studies, monetary incentive was the second highest motivational factor by the teachers in the Municipality, since it has a value of 31.1% from the analyses. Monetary incentives play an important role in teacher performance, because of this, teachers in the entire country embarked on strike action when the Government failed to honour the 20% salary increment that was promised to teachers. This agrees with a literature (2.4.e) that says money still occupies a major place in the mix of motivators.

The sharing of companies, organizations, institutions' profits gives incentive to employees to produce quality product and perform quality service. This is also in conformity with the literature, Herzberg *et al* (1959), two factor theory in 2.3.1.c.

Flexibility in work design was also seen by Senior High School Teachers in the Municipality as a motivational factor. This buttresses a point from the literature which says many organizations today find that flexibility in job design and reward systems has resulted in employees' increased longevity with the company, improved productivity, and better morale.

Teachers in the Senior High Schools in the Municipality see empowerment as a motivational factor since it has a percentage value of 9.6. This agrees with the literature (Coates et al, 1994), 2.4.a; that says, giving employees more responsibility and decision-making authority increases their realm of control over the tasks for which they are held responsible and better equips them to carry out those tasks. As a result, feelings of frustration arising from being held accountable for something one does not have the resources to carry out are diminished.

Table 4.3: Adequacy of motivational packages available in the School

	Frequency	Percentage
Yes	20	16.7
No	95	79.2
Not really	5	4.2
Total	120	100.0

Source: Researcher's field survey, 2011

On the issue of whether the motivation packages available were sufficient enough to

enhance their performance, majority of the teachers (79.2%) said no to justify that the packages were not enough while 16.7% indicated that the motivational packages were sufficient enough to enhance performance. However, 4.2% pointed out that the motivational packages do not really enhance their performance (Table 4.3).

Analyses on whether motivational packages available were sufficient in the school to enhance their performance or not revealed that despite the above mentioned motivations that is, opportunity for further studies , monetary incentives, flexibility in job design and empowerment, motivation given to them are woefully inadequate to enhance their performance. This might have contributed to frequent industrial strike by both the NAGRAT and GNAT to press home their demand for better and adequate salary in March, 2011.

Table 4.4: Satisfaction with motivational packages in school

	Frequency	Percentage
Yes	3	2.5
No	115	95.8
Can't tell	2	1.7
Total	120	100.0

Source: Researcher's field survey, 2011

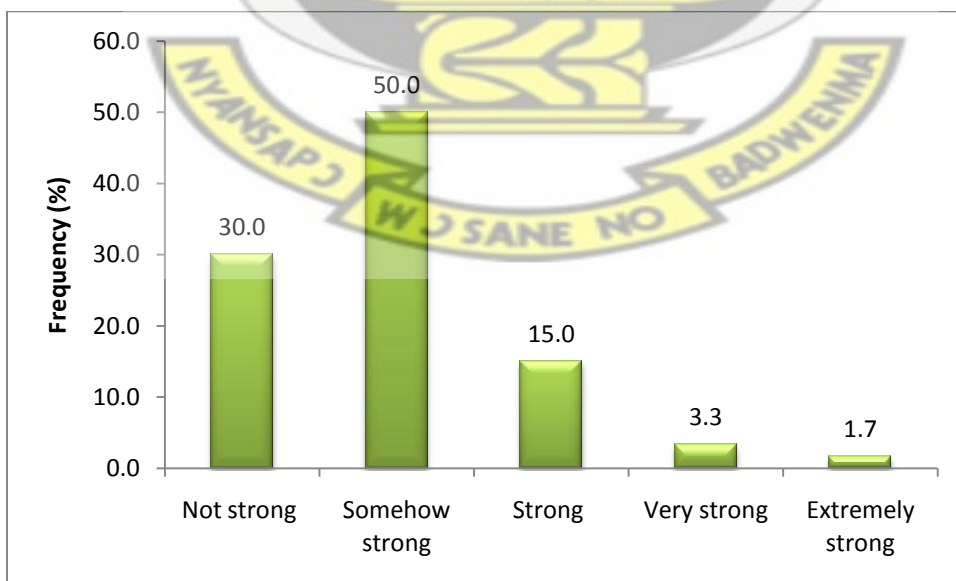
When the question was posed to respondents whether they were satisfied with the motivational packages at their school, 95.8% of the teachers said no, they were dissatisfied with the motivational packages in the school whereas 2.5% were satisfied. On the other hand, 1.7% of the respondents indicated that they cannot really tell whether they

were satisfied with the motivational packages or not. The results show clearly that majority of the teachers at Asante Akyem Senior High Schools were dissatisfied with the motivational packages available in the schools and do not influence them to give out their best in their profession. This contradict with the material in the literature at 2.4 that is; Motivational methods, Coates *et al* (1994), that there are as many different methods of motivating, employees today as there are companies, institutions, organizations etc, operating in the global environment. Still, some strategies are prevalent across all organizations striving to improve employee motivation. The best employee motivation efforts will focus on what the employees deem to be important. It may be that employees within the same department of the same organization will have different motivators.

4.4 EXTENT TO WHICH MOTIVATIONAL PACKAGES INFLUENCE TEACHERS

4.4.1 Effects of Motivational Factors on Teacher's Performance

Figure 4.7: Job security and good working condition



Source: Researcher's field survey, 2011

On job security and good working condition as a motivational factor, 50% of the respondents indicated that it was somehow strong while 30% said it was not strong. 15% also said it was strong, 3.3% said it was very strong whereas 1.7% said it was extremely strong (Figure 4.7).

From figure 4.7, job security and good working conditions are somehow strong factors that affect their output as teachers. This does not conform to Maslow, A. (1943, 1970) Need-based theory of motivation in the literature which emphasized that security is a factor of motivation, The security needs include the need for safety, fair treatment, protection against threats, job security etc.

Table 4.5: Opportunities for advancement

	Frequency	Percentage
Not strong	55	45.8
Somehow strong	36	30.0
Strong	18	15.0
Very strong	5	4.2
Extremely strong	6	5.0
Total	120	100.0

Source: Researcher's field survey, 2011

On opportunities for advancement serving as a motivational factor, 45% of the respondents indicated that it was not strong while 30% said it was somehow strong. 15% also said it was strong, 4.2% said it was very strong whereas 5% said it was extremely

strong (Table 4.5).

From table 4.5, opportunities for advancement, is not a strong factor that affects their output as teachers.

Table 4.6: Achievement and standards for excellence

	Frequency	Percentage
Not strong	32	26.7
Somehow strong	60	50.0
Strong	14	11.7
Very strong	8	6.7
Extremely strong	6	5.0
Total	120	100.0

Source: Researcher's field survey, 2011

When the respondents were asked about achievement and standards for excellence serving as a motivational factor, 50% of the respondents indicated that it was somehow strong while 26.7% said it was not strong. 11.7% also said it was strong, 6.7% said it was very strong while 5% said it was extremely strong (Table 4.6).

Fifty percent (50%) of the teachers in the municipality agreed that achievement and standards for excellence are somehow strong factor that affects their output.

Table 4.7: Recognition by others

	Frequency	Percentage
Not strong	45	37.5
Somehow strong	44	36.7
Strong	19	15.8
Very strong	10	8.3

Extremely strong	2	1.7
Total	120	100.0

Source: Researcher's field survey, 2011

When the respondents were asked how recognition by others serves as a motivating factor, 37.5% of the respondents said it was not strong while 36.7% said it was somehow strong. 15.8% also said it was strong, 8.3% said it was very strong whereas 1.7% said it was extremely strong (Table 4.7). Though Abraham Maslow's (1943, 1970) Hierarchy Needs Theory says that esteem needs which includes the need for recognition, respect, achievement, autonomy, independence etc. are motivational factors, the teachers in Asante Akyem Senior High Schools do not see recognition by others as a motivation to ginger them to increase their performance.

Thirty seven and half percent (37.5%) of teachers said whether their effort is acknowledge by people or not it does not affect their output or performance. Recognition by others is not a strong factor to motivate them. According to them, once they are doing the right thing whether it is acknowledged by others or not, it is a secondary matter.

Table 4.8: Authority and independence

	Frequency	Percentage
Not strong	36	30.0
Somehow strong	54	45.0
Strong	15	12.5
Very strong	9	7.5
Extremely strong	6	5.0

Total	120	100.0
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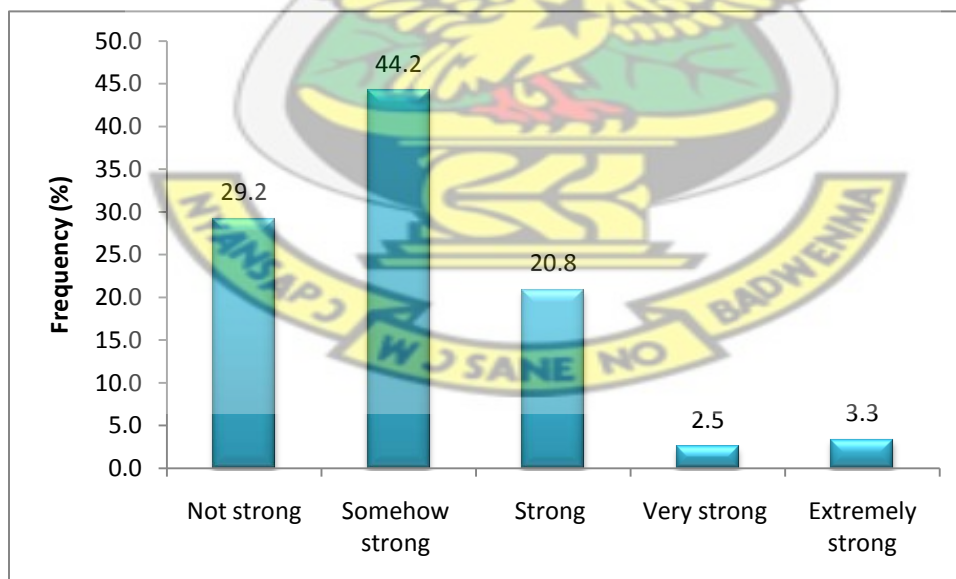
Source: Researcher's field survey, 2011

On how authority and independence as a teacher serve as a motivating factor, 45% of the respondents said it was somehow strong while 30% said it was not strong. 12.5% also said it was strong, 7.5% said it was very strong while 5% said it was extremely strong (Table 4.8).

Almost half (45%) of the respondents said that authority and independence are somehow strong factors that determine their output. This means that the teachers will work better if they have authority and independence.

4.4.2 Pay and fringe benefit

Figure 4.8: Pay and fringe benefits



Source: Researcher's field survey, 2011

Figure 4.8 shows pay and fringe benefits as motivational factors. Out of 120 respondents, 44.2% of the respondents indicated that it was somehow strong while 29.2% said it was not strong. 20.8% indicated that it was strong, 2.5% said it was very strong whereas 3.3% said it was extremely strong (Figure 4.8).

Teachers in the Asante Akyem Municipality think pay and fringe benefits are somehow strong factors that motivate them to work. This is in conformity with a material in the literature, Coates *et al* (1994), under ‘monetary incentives’ which says for all the championing of alternative motivators, money still occupies a major place in the mix of motivators. The sharing of companies, organizations or institutions profits gives incentive to employees to produce quality product and perform quality service. What benefits the company directly also benefits the employee.

Table 4.9: Promotion to higher rank

	Frequency	Percent
Not strong	39	32.5
Somehow strong	55	45.8
Strong	14	11.7
Very strong	7	5.8
Extremely strong	5	4.2
Total	120	100.0

Source: Researcher’s field survey, 2011

When the respondents were asked whether promotion to a higher rank serves as a motivational factor, 45.8% of the respondents indicated that it was somehow strong while 32.5% said it was not strong. 11.7% also said it was strong, 5.8% said it was very strong

whiles 4.2% said it was extremely strong (Table 4.9).

The teachers are of the view that promotion to higher rank is somehow a strong factor that motivates teachers to give their best. Therefore if teachers are promoted when they are due, it will motivate them to perform.

Table 4.10: Strength of motivational factors on teachers' performance

Motivational factors	Strength of motivation
Job security and good working condition	1.97
Opportunities for advancement	1.93
Achievement and standards for excellence	2.13
Recognition by others	1.99
Authority and independence	2.13
Pay and fringe benefits	2.07
Promotion to higher rank	2.03

Scale: 1-Not Strong, 2-Somehow Strong, 3-Strong, 4-Very Strong, 5-Extremely Strong

The respondents were asked to give an overall rating for the seven motivational factors listed in Table 4.10: job security and good working condition (1.97), opportunities for advancement (1.93), achievement and standards for excellence (2.13), recognition by others (1.99), authority and independence (2.13), pay and fringe benefits (2.07) and promotion to higher rank (2.03) and all the factors were rated as somehow strong.

Table 4.11: Motivational factors prevailing in your school

Motivational factors	Extent of agreement
Job security and good working condition	1.83
Opportunity for achievement	1.93
Achievement and standards for excellence	2.23
Recognition by others	2.13
Authority and independence	2.03
Pay and fringe benefits	1.99
Contribution to educational development	2.06

1- Strong disagree, 2-disagree, 3-agree, 4-strongly agree, 5-Extremely agree

Again, when the respondents were asked to evaluate their extent of agreement to the motivational factors that prevail in the schools (Table 4.11), they rated job security and good working condition as 1.83, opportunities for advancement as 1.93, achievement and standards for excellence as 2.23, recognition by others as 2.13, authority and independence as 2.03, pay and fringe benefits as 1.99 and contribution to educational development as 2.06. From the analysis the respondents rated all the seven motivational factors within the ‘disagree’ category. These suggest that the authorities in the schools are not effectively implementing these motivational factors.

4.5 RELATIONSHIP BETWEEN MOTIVATION AND TEACHER PERFORMANCE

4.4.1 Motivation and Teacher Performance

Table 4.12: Impact of motivation on performance of teachers

	Rating
Impact of motivation on quality of performance	2.6
Impact of motivation on quality of overall productivity of teacher	3.0
Impact of motivation on quality of performance compared with other teachers	2.8
Impact of motivation on quality of overall productivity compared with other teachers	3.0

Rating scale: 1-Very Low, 2-Somewhat Low, 3-Low, 4-High, 5-Very High

The teachers who were interviewed were asked to rate the impact of motivation on their performance as teachers as presented in Table 4.12. From the results, the impact of motivation on quality of performance was rated as low (2.6) and overall performance of teachers was also rated as low (3.0). Comparing the performance of the teachers to others, quality of performance was rated as low (2.8) and overall performance also as low (3.0). This means that motivational packages available in Asante Akyem Senior High Schools do not influence the performance of the teachers. This probably accounted for the reason why most of the teachers who were interviewed ranked their overall

performance as fair in table 4.13.

Table 4.13: Ranking of overall performance of teachers

Ranking	Frequency	Percent
Poor	22	18.3
Fair	53	44.2
Good	45	37.5
Total	120	100.0

Source: Researcher's field survey, 2011

Table 4.13 shows the ranking of overall performance of teachers interviewed. Out of 120 respondents, 44.25% of the teachers ranked their performance as fair, 37.5% ranked their performance as good whereas 18.3% of the respondents ranked their overall performance as poor. The teachers were frank to say that even though they are doing their best there is still more room for improvement if they are well motivated.

Table 4.14: Importance of motivation in school

Reasons	Frequency	Percentage
Yes	120	100
No	0	0
Total	120	100.0

Source: Researcher's field survey, 2011

When the teachers were asked whether motivation was very important in their schools, all

the respondents responded yes and the reasons given are presented in Table 4.15.

From Table 4.15, 35% the respondents indicated that when they are well motivated, it enables them to give out their best, 30.8% said it promotes hard work as well as learning, 20.8% indicated that it enhances their productivity and 10.8% said it boosts their morale to work. In addition, 0.8% of the respondents indicated that motivation brings relief to them, enhances their image (recognition) and finally advocates for excellence and success respectively. This is in line with the literature (2.8), which says motivation is important because, it puts human resources into action, improves level of efficiency of employees, leads to achievement of organizational goals and builds friendly relationship.

Table 4.15: Reasons assigned to the importance of motivation

Reasons	Frequency	Percentage
Enable teachers to give out their best	42	35.0
Promote hard work and learning	37	30.8
Enhance productivity of teachers	25	20.8
Boost morale of teachers	13	10.8
Advocate for excellence and success	1	0.8
Teachers gain recognition	1	0.8
Bring reliefs to teachers	1	0.8
Total	120	100.0

Source: Researcher's field survey, 2011

4.4.2 Regression Analysis on Motivation and Performance

A regression analysis was performed to establish the link between motivation and teachers performance. From the results of the regression analysis, there was a positive

correlation between motivational factors and teacher performance ($r = 0.54$) which implied that there is a strong relationship between the predictor variables (promotion to higher rank, recognition by others, job security and good working condition, pay and fringe benefits and opportunities for advancement) and teacher performance. The coefficient table (Table 4.17) shows that four out of the five components of motivation; promotion to higher rank, recognition by others, job security and good working condition and opportunities for advancement were the only predictor variables identified in the study to be statistically significant and have positive influence on performance of teachers and it explained about 29.6% of the variation in performance of teachers (Table 4.16). This means that 70.4% of performance of teachers can be attributed to other factors other than motivation. Although the regression model was weak in predicting variation in performance of teachers at Asante Akyem Senior High Schools due to poor motivational factors ($r^2=0.296$, $p=0.000$), the model is highly significant for any future predictions (Table 4.18) provided issues relating to motivation are addressed.

Table 4.16: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.544(a)	0.296	0.265	0.602

a. Predictors: (Constant), Promotion to higher rank, Recognition by others, Job security and good working condition, Pay and fringe benefits, Opportunities for advancement

Table 4.17: Coefficients (a)

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	2.270	.174		13.058	.000
Job security and working condition	.156	.073	.191	2.145	.034
Opportunities for advancement	.284	.085	.377	3.326	.001
Recognition by others	-.148	.063	-.210	-2.349	.021
Pay and fringe benefits	-.065	.072	-.088	-.895	.373
Status, importance and influential	.161	.073	.236	2.202	.030

a. Dependent Variable: performance of teachers

Table 4.18: ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	17.362	5	3.472	9.588	0.000(a)
	Residual	41.286	114	0.362		
	Total	58.648	119			

a. Predictors: (Constant), Status, importance and influential, Recognition by others, Job security and working condition, Pay and fringe benefits, Opportunities for advancement

b. Dependent Variable: performance of teachers

4.6 CAUSES OF POOR PERFORMANCE OF TEACHERS IN ASANTE AKYEM SENIOR HIGH SCHOOLS

Table 4.19: Causes of poor performance of teachers

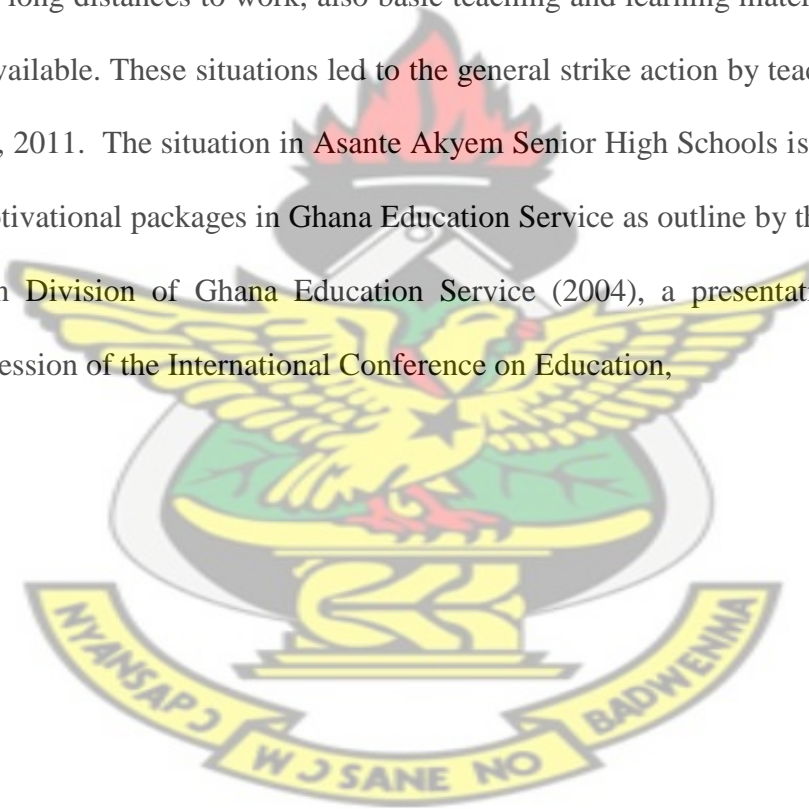
Causes	Frequency	Percentage
Lack of accommodation to teaching staff of the school	29	24.2
Absenteeism of teachers	24	20.0
Transportation to school	15	12.5
Inadequate teaching and learning materials	20	16.7
Lack of commitment of teachers	12	10.0
Poor supervision of teachers by heads of schools	20	16.7
Total	120	100.0

Source: Researcher's field survey, 2011

The causes of poor performance of teachers in Asante Akyem Senior High Schools are presented in Table 4.19. Out of the 120 respondents interviewed, 24.2% of them indicated lack of accommodation of teaching staff of the school as a cause of teachers' poor performance, 20% said absenteeism of teachers, 16.7% also indicated that poor supervision of teachers by heads as well as lack of teaching and learning materials was a problem, 12.5% said transportation to school and finally, 10% were of the view that lack

of commitment of teachers was a contributing factor to poor performance of teachers. The most pressing factors identified were lack of accommodation and teacher absenteeism.

In Ghana Education Service, teacher motivation is totally absent. For instance there is inadequate motivation to teachers apart from their meager salary. There is no accommodation for teachers as pertaining to other sectors or institutions; teachers have to struggle for their accommodation especially after completing school. Teachers have to commute long distances to work, also basic teaching and learning materials to work with are not available. These situations led to the general strike action by teachers in February to March, 2011. The situation in Asante Akyem Senior High Schools is directly opposite to the motivational packages in Ghana Education Service as outline by the report in Basic Education Division of Ghana Education Service (2004), a presentation at the forty-seventh session of the International Conference on Education,



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

5.1 INTRODUCTION

The chapter covers the summary of major findings and conclusion based on the findings and the recommendations arising from the findings of the study and recommendations for further studies.

5.2 SUMMARY

The study was conducted to determine the motivational packages and their effects on employee's performance in Ghana Education Service in Asante Akyem Senior High schools. The study reviews types of motivational packages available in GES and how they affect performance of teachers. It also reviews the causes of poor performance of teachers in Senior High Schools. Descriptive Survey Design was used for the study and 120 teachers were sampled as respondents for the study.

Questionnaire was used as an instrument to collect data for the respondents. This consisted of fifteen items divided into five sections and made up of both closed and open-ended questions. The data collected was analysed by using SPSS version 12 for windows, computed results were presented using tables, pie charts and bar graphs (see chapter four).

5.3 SUMMARY OF FINDINGS

The major findings of the study were organised in line with the research question. These are presented as follows:

5.3.1 Motivational packages available in Ghana Education Service:

It was found out that, the following motivational packages are available in Ghana Education Service: monetary incentives, opportunity for further studies, flexibility in job design and empowerment. It was realized that 35.9% of the respondents said opportunity for further studies is the most important motivational factor, while 31.7% of the respondents were with the view that monetary incentives was next to opportunity for further studies. Also, 22.8% and 9.6% respondents were in favour of flexibility in job design and empowerment respectively. It was also found out that, although the above incentives are available in GES, teachers do not enjoy them.

5.3.2 The extent to which motivational packages are able to motivate teachers in G.E.S

When the teachers were asked how job security and good working conditions affect their performance, half of the teachers, that is 50% agreed that job security and good working conditions are somehow strong factors that affect their output as teachers.

Also when the teachers were asked how opportunities for advancement affect their performance, almost half of the teachers, that is 45.8% were of the view that opportunity for advancement is not a strong factors that affects their output as teachers.

Almost half (45%) of the respondent said that authority and independence are somehow strong factors that determine their output. This means that teachers will work better if

they have authority and independence to operate.

5.3.3 Causes of poor performance of teachers

It was found out that the following are the causes of poor performance of teachers in Ghana Education Service: there is no accommodation for teachers, teachers absent themselves from school, there is no teaching and learning materials in the schools, heads of schools do not supervise teachers work, teachers have no means of transport to their work places and therefore are not committed to the work.

5.3.4 Relationship between motivation and employee performance

From the results of the regression analysis, there was a positive correlation between motivational factors and teacher performance ($r = 0.54$) which implied that there is a strong relationship between the predictor variables (promotion to higher rank, recognition by others, job security and good working condition, pay and fringe benefits and opportunities for advancement) and teacher performance.

5.4 CONCLUSION

It is explicitly clear that the following motivational packages are available in Ghana Education Service: monetary incentives, opportunity for further studies, flexibility in job design and empowerment.

Also, it is realized that half of the teachers,(50%) agreed that job security and good working conditions are somehow strong factors that affect their output as teachers and 45.8% of the teachers are of the view that opportunity for advancement is not strong a factor that affects their output as teachers.

Furthermore, among the causes of poor performance of teachers in Ghana Education Service: it was found out that there is no accommodation for teachers, teachers absent themselves from school, there is no teaching and learning materials in the schools, heads of schools do not supervise teachers work, teachers have no means of transport to their work places and are not committed to the work

Finally, from the results of the regression analysis, there was a positive correlation between motivational factors and teacher performance. Meaning whenever teachers are motivated they can deliver.

5.5 RECOMMENDATIONS

5.5.1 Opportunity for further studies

The study revealed that about 39.5% of the teachers in the municipality see opportunity for further studies as the highest motivational factor to enhance their performance. It is therefore recommended that the Government should give teachers more opportunity to further their studies in order to up-grade themselves. This will encourage other people to join teaching service bearing in mind that they can have the chance to further their studies.

5.5.2 Monetary incentives

The study also revealed that 31.7% of the respondents are with the view that monetary incentives play a vital role to motivate teachers to give out their best. This is evident that we envisage when NAGRAT and GNAT embarked on strike action in February, 2011, when the Government promised 20% increment in teachers salary, which did not materialize. It is therefore recommended that the Government should give teachers

adequate salary so that strikes which retard academic work will be stopped.

5.5.3 Authority and independence

From the study, it was revealed that 45% of the respondents see authority and independence as strong factors that enhance teacher performance. Hence, it is recommended that stakeholders, especially the government (circuit supervisors) should give teachers the independence they need to do their work. When they are equipped with authority and independence, they will be committed to work with less supervision.

5.5.4 Opportunity for promotion to higher rank

It was also revealed in the study that 55% of the teachers see promotion to higher ranks as a strong factor that motivates them to give out their best. It is therefore recommended that the Ghana Education Service to design or come out with guidelines that are so transparent or clearer in terms of promoting teachers to higher ranks, since the existing policy is not clear about the criteria for which teachers should be promoted.

5.5.5 Accommodation

The study also revealed that accommodation is a factor that can enhance teacher's performance. It is again recommended that the Government should liaise with the banks to provide flexible loans to teachers so that they can acquire houses on their own. Moreover the Government can also liaise with the Social Security and National Insurance

Trust (SSNIT) to provide housing scheme to teachers to ease accommodation problems teachers go through. This will motivate other people to join the teaching profession and teachers will have a piece of mind and give out their best.

5.6. SUGGESTIONS FOR FURTHER RESEARCH

a) Teachers output

It is recommended that further research should be done to determine other factors that increase teacher's output apart from motivation since the results from the respondents (see regression model) show that not only motivation affects teacher's performance.

b) Relation between students and teachers

It is recommended that further research should be conducted to determine if relationship between teachers and students can increase student's performance.

c) Internal award

It is recommended that further research should be conducted to find out if schools institute internal awards to deserving teachers it can increase teachers' performance.

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APPENDIX
QUESTIONNAIRE FOR RESPONDENTS

KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY
INSTITUTE OF DISTANCE LEARNING (CEMPA)

This is a research being conducted in partial fulfillment of the requirement for the award of a master's degree on **“MOTIVATIONAL PACKAGES AND THEIR EFFECTS ON EMPLOYEE PERFORMANCE IN THE GHANA EDUCATION SERVICE: A CASE STUDY OF ASANTE AKYEM SENIOR HIGH SCHOOLS”**. Respondents are assured of confidentiality and anonymity of the information they provide. You are further assured that any information you provide is purely for academic purposes.

Kindly tick in the appropriate box

SECTION A: SOCIO-DEMOGRAPHIC INFORMATION

1. Sex a) Male ☐ b) Female ☐
2. Area of specialization a. Arts ☐ b. Mathematics ☐ c. Sciences ☐ d. ☐
- Business
- Other (please specify)

3. How long have you been teaching?

a) 1-5 years ☐ b) 6-10 years ☐ c) 11-15 years ☐ d) 16-20 years ☐ e) ☐

20+ years

4. Educational background a. Diploma/HND ☐ b. Graduate ☐ c. ☐

Masters

5. Age group: a) 20-29 years ☐ b) 30-39 years ☐ c) 40-49 years ☐

d) 50-59 years ☐ e) 60 years and above ☐

6. Marital status: a) Married ☐ b) Widowed ☐ c) Divorced ☐ d. ☐

Single

SECTION B MOTIVATIONAL PACKAGES

7. Are there enough motivational packages available in your organization that could enhance your performance?

a) Yes ☐ b) No ☐ c. Not really ☐

8. Are you satisfied with the motivational packages at your workplace?

a) Yes ☐ b) No ☐ c. Can't tell ☐

9. i) What are some of the motivational packages available in the GES?

a) Monetary incentives ☐

b) Flexibility in job design ☐

c) Empowerment ☐

d) Opportunity for further studies/ learning ☐

e) Other (specify).....

ii) Rank the motivational packages in GES (9 i above) from most important to least important.

a).....

b).....

c).....

d)

e).....

SECTION C: FACTORS INFLUENCING MOTIVATION

10. *The following are motivational factors expected in organizations. Indicate that these factors are prevalent in your school by indicating the extent of your agreement or otherwise to the following statements. Tick appropriately. Use the scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree, 5 =Extremely Agree*

STATEMENT	1	2	3	4	5
Is there job security and good working condition in your school?					
Is there any opportunity for advancement in the school?					
Is there achievement and standards for excellence in the school?					
Are you recognised by others in the school?					
Do you have authority and independence in the					

school?					
Is there any responsibility within the teaching job in the school?					
Do you have the chance to be creative and taking new challenges in the school?					
Do you get pay and fringe benefits in the school?					
Do you have the chance to make contribution to educational development in the school?					

11. *The following are motivational factors expected in organizations. Indicate how these factors motivate you in your job as a teacher. Indicate their strength of motivation to your job performance by ticking appropriately. Use the scale: 1 = Not Strong, 2 = Somehow Strong, 3 = Strong, 4 = Very strong, 5 = Extremely Strong*

STATEMENT	1	2	3	4	5
Job security and working condition					
Work itself					
Reaching ones potential and personal growth					
Opportunity for advancement					
Achievement and standards for excellence					
Recognition by others					
Authority and independence					

Responsibility within the teaching job					
Being creative and taking new challenges					
Pay and fringe benefits					
Making contribution to educational development					
Status, importance & influential					

SECTION D: EMPLOYEE PERFORMANCE

12. *The following are statements measuring the performance of teachers. Rank the quality of your performance using the scale 1 = Very Low, 2 = Somehow Low, 3 = Low, 4 = High, 5 = Very High*

STATEMENT	1	2	3	4	5
What is the quality of your performance with respect to motivation as a teacher?					
What is the quality of your overall productivity in view of how you're being motivated?					
What is the quality of your performance compared with other teachers in terms of motivation in your school?					
Does motivation affect the quality of your overall productivity compared with other teachers in your school?					

13. How will you rank your overall performance?

a) Very Poor ☐ b) Poor ☐ c) Fair ☐ d) Good ☐ e) ☐

Excellent

14. Do you think motivation is important in your school?

Yes ☐ No ☐

If Yes, why

.....

.....

.....

.....

If No, why

.....

.....

.....

.....

SECTION E: CAUSES OF TEACHERS POOR PERFORMANCE

15. What are the main causes of teacher's poor performance in Ghana Education Service?

- a. Lack of accommodation of teachers ☐
- b. Absenteeism of teachers ☐
- c. Lack of means of transportation to school ☐
- d. Inadequate teaching and learning materials ☐

e. Lack of commitment of teachers ☐

f. Poor supervision of teachers by heads ☐

Thank you very much for your responses

KNUST

